



AER Report

Vol. 30 No. 2 Summer 2013

 A photograph of the ornate interior of a state capitol building dome, featuring intricate murals, gold leaf accents, and classical architectural elements like columns and arches.

AER Forms Licensure Task Force

INSIDE THIS ISSUE:

AER forms Licensure Task Force

Big win for O&M in Texas legislature

International treaty opens way for print access

AER's revised University Review Program

AER O&M Conference 2013 sneak peek

...and much more!

Goal is to provide valuable resources for U.S. members interested in pursuing licensure in their home states

Licensure has long been a contentious issue in the blindness and visual impairments field in the United States. Members who have been “in the trenches” for a long time know the issues are myriad and complex. Despite the various viewpoints, AER remains committed to helping those members who want to see licensure happen in their home states. Consequently, AER President Jim Adams formed a task force on licensure earlier this year.

“AER’s strength is in our collectiveness,” explained Adams. “We want members to realize they are not alone in seeking licensure in their states. We want to share with our membership what has worked and what has not so they can build effective grassroots movements.” To that end, Adams has asked the task force to research the history of licensure in the U.S. and to cull best practices from their findings to create a resource guide for state chapters to use in their licensure efforts. The results may also help practitioners in Canada and other countries as well.

Matthew Hogel of Puerto Rico and Coby Livingstone of Oklahoma

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President's Message

by Jim Adams, 2012–2014 AER president



By the time you read this, Americans and Canadians will have just celebrated their Independence Days, a time to reflect on our nations and our roots. The other day, I found myself looking at a U.S. dollar bill, pondering the phrase that appears on the back: *E pluribus unum*, or “Out of many, one.” It refers to how the founding fathers created a single nation from 13 colonies. Each colony was distinct in its strengths and talents, yet each contributed its unique character to help form a new country. Today, the phrase pays homage to the diversity of the people who comprise America—from many races, native countries, life stories and talents emerge one nation.

AER is not all that different. Our association was itself founded by the union of two associations—American Association of Workers for the Blind and the Association for Education of the Visually Handicapped. Like America’s original colonies, these organizations individually contributed the talents of their members and programs to create a unified voice for vision professionals: AER.

Today, our association has 13 divisions, which represent the spectrum of professions that serve people who are blind or visually impaired. Through our association, these professionals have been able to network and share ideas to grow their individual professions while contributing to the larger field at the same time. As an international association, we bring together ideas and voices from around the world so we can learn from each other to enhance our work on the global stage.

AER’s strength lies in its ability to bring together so many vision professionals. We are the largest organization of rehabilitation specialists and educators for people who are blind or visually impaired. The strength of our numbers has allowed us to give voice to our professions—a critical tool considering many of us work in communities where we are just one of a handful of vision specialists. Being an AER member opens up a worldwide network of colleagues, experts and mentors, which gives both newcomers and seasoned professionals the support and inspiration we need to provide our consumers with the best quality services.

AER represents its members in many efforts, allowing us to build coalitions with other organizations. For example, we have representation with blindness groups, such as the Braille Authority of North America (BANA), Foundation for Fighting Blindness and the National Library Service’s recent Braille Summit. Executive Director Lou Tutt has worked

closely with the Council of Schools for the Blind (COSB), the American Foundation for the Blind (AFB) and the Alliance for Eye and Vision Research (AEVR) to educate Congressional staffers about issues important to the vision community, including the Anne Sullivan Macy Act and the Expanded Core Curriculum. Beyond blindness, AER participates in efforts that affect the broader disabilities community through groups such as the National Coalition for Assistive and Rehab Technology (NCART) and the National Cooperative Highway Research Program, Transportation Research Board. Being a member of AER gives you a seat at these tables and many more.

Later this year, AER will bring together O&M professionals from around the world for the AER International O&M Conference 2013 in New Orleans, La., December 11–14. Several AER board members, including myself, will be there, and we look forward to meeting members and hearing your stories. I also encourage members to begin making plans to attend the AER International Conference 2014 in San Antonio, Texas, July 30–August 3, 2014. Both conferences bring together our many members from around the world to engage in excellent discussions that will help shape our professions for years to come. I encourage you to join the conversation!

The next time you spend a dollar here in the U.S., take a moment to look on the back and think about *E pluribus unum*. Out of many, one. That’s AER. Our strength is in how our many professions, countries and approaches to working with people who are blind or visually impaired come together as one voice. Thank you for being a part of it!

Jim Adams
2012–2014 AER president



Executive Director's Message



by Lou Tutt

Since my message to you in the last issue of the *AER Report*, I have visited the following AER chapters at their conferences: DC/Maryland in Ocean City, Md., Michigan in Livonia, Mich., and the Dakotas in Grand Forks, N.D. The presidents of these chapters and their boards showed exceptional leadership, and their conferences were very successful. If I have not visited your AER chapter as yet, I sure would like

to. One of the big issues U.S. chapters are dealing with, besides membership, is the IRS tax filing issue. Joelle Ward on AER's staff has conducted several meetings with chapter leaders to help resolve the issue.

President Jim Adams has appointed all of our AER committee chairs, the last two being Elaine Sveen (former AER president), Professional Development, and Amy Lund, Membership. President Adams and the AER Board of Directors had a successful two-day board meeting at the end of April. The board continues to meet using an online program, which allows us to minimize meeting costs while continuing to make progress on our many endeavors.

The 2012–2013 AER LIFT Online leadership training webinars, which occurred the second Wednesday of each month, recently concluded on July 10. They were a success with excellent attendance for each one. If you were unable to attend a webinar, all AER LIFT webinars are available for viewing/listening online at <http://leadership.aerbvi.org>. Thanks to former AER board member Debby Holzapfel and AER staff member Ginger Croce for moderating these online webinars, to former AER presidents Rick Welsh and Mike Bina, and to all the AER members who volunteered their time and expertise to create and conduct these sessions. Look for a new series of AER LIFT training sessions in the fall.

Six months from now, we will head to New Orleans, La., for the AER International Orientation & Mobility Conference 2013. Registrations are looking good early on. Marjie Wood, AER board member and chair of the O&M Conference Planning Committee, and her committee along with Joelle Ward, AER staff member, are working hard to make this conference successful. I hope to see many of you there!

This spring, I attended several meetings on Capitol Hill with other blindness and deafness organizations to discuss the Anne

Sullivan Macy Act, promulgated by AFB. These meetings have been very productive for AER.

Patricia Leader, immediate past president of AER, is working with me and the AER staff on the strategic plan, with the idea of completing the remaining objectives in the plan before we begin preparing a new AER strategic plan in 2014. The current plan has three goals: (1) to improve communication internally and externally, (2) to maintain a balanced budget and (3) to increase membership significantly.

Finally, and as always, if you and your families are visiting the DC/MD/VA area this summer, please stop by the AER office and visit with us. We would love to have you!

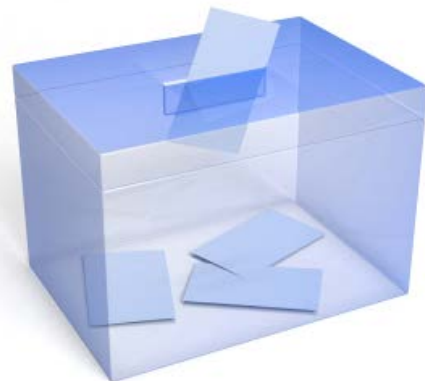
Drop Lou a line

Whether you have a question, an idea, or just want to say hi, he wants to hear from you!

Email lou@aerbvi.org

AER Suggestion Box

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Licensure Task Force Cont. from page 1

City serve as the task force's co-chairs. The task force also includes two members who have been leaders in the New York state licensure debate, Grace Ambrose-Zaken and Nancy Miller, as well as division representatives Kevin Hollinger and Jennifer Ottowitz, who represent O&M and VRT, respectively.

The licensure debate

The licensure debate focuses specifically on the O&M and VRT fields. Currently, no state in the United States recognizes either specialty as a licensed profession. Although most people immediately understand that lack of licensure creates challenges in terms of third-party reimbursements (i.e., insurance coverage), they should also be aware it affects such issues as long-term workforce development. Students may opt to enter fields other than O&M and VRT if other rehabilitation fields offer more promising career potentials because of licensure and the quality assurance it represents. "In general, having your field licensed is a good thing," explained Hogel. "It means the state recognizes a certain level of training for professionals to provide services."

The whole concept of licensure stems from a state's mandate to protect the public. "The purpose of requiring licensure for service providers is so the public using that provider is reassured that the state has established a standard of practice and that the provider meets that standard," said Miller. "Opponents of licensure say that such measures restrict competition. This viewpoint stems from the concept of guilds, where membership was restricted, thus limiting the number of people who could perform a job. With licensure, there is a natural tension between the concept of the guild (restricting who can be hired for a job) and state regulation (protecting the public)."

The task force pulls much of its information from the book, *Licensing Occupations: Ensuring Quality or Restricting Competition?* by Morris M. Kleiner. An economist at the University of Minnesota, Minneapolis, Kleiner provides a comprehensive history of licensure and how it affects everything from the profession itself to the community in which the providers practice.

Kleiner's book documents the natural progression of several occupations from national certification to state licensure. Although national certifying bodies often have a business reason to oppose state credentialing, many occupations continue to seek state licensure as a way to achieve equal footing with other professions within their state. "Without licensure or some similar credential recognized by the state you work in, other professionals are reluctant to refer clients to you, including ophthalmologists and optometrists," explained Miller.

Moreover, national certification and state licensure serve two

different purposes. Certification indicates a professional has completed requirements and education as defined by the profession itself. In other words, certification communicates to peers that a professional has achieved a certain level of training and is maintaining his or her skills. State licensure, on the other hand, serves the public. It assures them the state has documented that the professional meets certain criteria, and it defines the scope of work that the professional is allowed to perform. Explained Miller, "I keep my national certification as a social worker because it means something to my colleagues. I also have state licensure as a social worker so I can provide services in New York. It's not one instead of the other. Each serves a specific purpose, and it's important for us to understand that difference."

Most notably, health insurance companies use licensure as a qualification for reimbursements. "If you've gone through a credentialing process, it makes insurance companies feel like you've been vetted by the state," said Miller. "It gives them the assurance that you have met certain professional standards and that the state has an established process for the public to file complaints. Although it's not automatic, licensure increases the likelihood that your services will be reimbursed by health insurance. That's why insurance pays for licensed occupations like occupational therapy (OT), physical therapy, and speech therapy, but not O&M and VRT services."

What's next for the task force

One of the challenges with the blindness and visual impairments field is the various perspectives on how to best achieve results, which often puts practitioners in opposing ideological camps. "Our field suffers from fragmentation," said Hogel. "These different philosophies and personalities have kept us from uniting around a single idea." The task force believes there is great interest in licensure but also some skepticism based on misinformation and lack of communication between the different parties. "If you look at this idea and you do it right, it should be a win-win situation," said Hogel. "It should be a win for the profession, a win for the consumers and a win for the different groups in the field."

The task force has studied OT's recent licensure battle for ideas. "Unlike our profession, OT came from a single perspective on training and education, so they were able to mount a huge political movement nationwide to license their profession," explained Hogel. "Now, their programs graduate a ton of service providers, and they have a great hiring rate within their field. So, looking at OT is a great way to learn about how we can move forward and succeed with licensure."

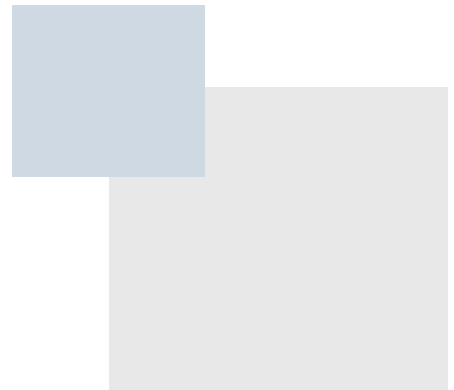
The task force is still in the process of culling through past licensure actions in each state. Once it has developed clear and

articulate discussions on the issues, the task force hopes to invite guests with opposing views to its meetings to better understand each perspective and to find ways to work successfully together. "I like the idea of having conversations with people who don't want licensure," said Hogel. "Those kinds of discussions are important for our profession, and we haven't had enough opportunities to have open discussions about this issue."

The resource guide, which is slated for release by spring 2014, will include useful information such as how to build coalitions, how to build relationships with legislators to secure political support and how to write the legislation, as well as explanations of the key issues. Along with the guide, the task force plans to provide training via webinar. "It's important to note that AER has taken the right path with licensure," said Hogel. "We're trying to encourage and support state groups to develop what

they feel is the best way to recognize their profession in their state. We're not telling them what to do. We are responding to member interest and their desire to lead these efforts on their own. It's a great example of good leadership in a membership-driven organization."

On a final note, Kleiner summarizes the argument for licensure with a simple example. "At the end of his book, he poses this question," Miller recalled. "If the purpose of legislation is to protect the public and someone asks you, 'Do you want to be treated by a licensed or unlicensed professional?' what are you going to say? Of course, everyone will say they want a licensed professional. The public understands it. Licensure means their protection."



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Texas Legislature Passes Two New Laws Affecting Students with Visual Impairments

by Rona Pogrund, Ph.D., Texas Tech University

The Alliance of and for Visually Impaired Texans (AVIT) (<http://alliancevitexans.org/>), a coalition of 27 Texas organizations concerned about the rights of and resources for individuals with visual impairments, led the effort to pass two important education bills affecting students with visual impairments in Texas. During the 83rd legislative session, both chambers of the Texas legislature passed both bills, which the governor signed into law on June 14, 2013. Both the AER Texas Chapter (TAER) and the Texas chapter of the AER O&M Division (TAER O&M) are members of AVIT. This legislative victory was a united effort of professionals, parents, children, adult consumers and other organizations concerned about the rights of individuals with disabilities.

Texas House Bill 590 (HB 590), sponsored by state Rep. Elliott Naishta, will require that all students with visual impairments, upon initial referral to special education, must have an O&M evaluation performed by an appropriately certified O&M specialist. Currently in Texas, only 56% of students have received an O&M evaluation. The law also requires that an O&M specialist be part of the education team for all students with visual impairments at each 3-year reevaluation to determine if an O&M evaluation is needed at that time. The bill also requires that student evaluations occur in various lighting conditions and settings, including home, school and community, and in both familiar and unfamiliar environments. The bill was especially designed to make sure that infants, students with low vision and students with

multiple impairments all receive O&M evaluations and be recommended for services, if needs are identified.

Texas Senate Bill 39 (SB 39), sponsored by state Sen. Judith Zaffirini, has added specific language into Texas law, stating that students with visual impairments should receive evaluation and instruction in all areas of the Expanded Core Curriculum (ECC). Although implied in the Individuals with Disabilities Education Act (IDEA), nowhere in U.S. special education law does it list the nine areas of the ECC as critical components of the education of students with visual impairments. Texas law now states what these ECC areas are and that educational programs for students with visual impairments should address them. This law was necessary because some administrators have told TVIs and O&M specialists that they were not expected to teach all of the ECC areas because the law did not specify it.

Children who are blind and who have low vision in Texas will significantly benefit from both of these laws going forward. The united efforts of so many concerned about quality programming for these students made the passage of these laws possible. Multiple stakeholders stepped forward to testify at hearings, visit legislators and their aides, write letters, send emails, make phone calls and respond to calls for action throughout the session. Passage of both HB 590 and SB 39 is a huge victory for the children of Texas with visual impairments and those who care about their education!



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Connect to AER's company page at http://www.linkedin.com/companies?trk=hb_tab_compy

Historic Treaty Eases Access to Copyrighted Print Material

On June 28, 2013, the World Intellectual Property Organization (WIPO) adopted a landmark new treaty that boosts access to books for the benefit of people who are blind, visually impaired and print-disabled. The treaty, signed by 51 countries at a diplomatic conference in Marrakesh, Morocco, is the culmination of years of work on improving print access to published works in formats such as braille, large print text and audio books.

The treaty, called the “Marrakesh Treaty to Facilitate Access to Published Works for Persons who are Blind, Visually Impaired, or otherwise Print Disabled,” requires its contracting parties to adopt national law provisions that permit the reproduction, distribution and making available of published works in accessible formats through limitations and exceptions to the rights of copyright rightholders.

The treaty also provides for the exchange of these accessible format works across borders by organizations that serve people who are blind, visually impaired and print disabled. This sharing of works in accessible formats should increase the overall number of works available because it will eliminate duplication and increase efficiency.

Jim Fruchterman, CEO of Benetech, said in a closing statement to delegates at the Diplomatic Conference, “We have the technology, we have the content and now we have the legal framework to make it possible for every person with a print disability on the planet to get access to the books they need for education, employment and social inclusion.”

Currently, it is left to national governments to define what limitations and exceptions are permitted. In practice, limitations and exceptions contained in national laws vary widely. In many countries copying for private use is free, but only a few countries make exceptions for, say, distance learning. Moreover, the exemptions apply only in the country concerned.

The treaty is also designed to provide assurances to authors and publishers that that system will not expose their published works to misuse or distribution to anyone other than the intended beneficiaries.

The treaty was signed by national delegations on June 28, 2013. Recording legend Stevie Wonder joined negotiators in celebration, giving a concert at the Palais des Congres in Marrakesh.

Once ratified by 20 WIPO members that agree to be bound by its provisions, the treaty will go into effect.

Legal hurdles to print access

According to the World Health Organization, more than 314 million people in the world are blind or visually impaired, and 90 percent live in developing countries. A 2006 WIPO survey found that fewer than 60 countries make special provision in their copyright laws for people who are visually impaired—that is, exemptions for braille, large print or digitized audio versions of copyrighted texts. In fact, the World Blind Union reports that of the million or so books published each year in the world, less than 5 percent are made available in formats accessible to people with visual impairments.

Furthermore, because copyright law is “territorial,” exemptions usually do not cover the import or export of works converted into accessible formats, even between countries with similar rules. Organizations in each country must negotiate licenses with the rightholders to exchange special formats across borders, or produce their own materials, a costly undertaking that severely limits access to printed works of all kinds.

WIPO convened over 600 negotiators from 186 member states to discuss these issues and reach consensus for a treaty at the diplomatic conference in Marrakesh.

Dear Colleague Letter Clarifies Braille Instruction Under IDEA

The U.S. Department of Education's Office of Special Education Programs issued a "Dear Colleague Letter" on June 19, 2013, which clarifies the provisions of the Individuals with Disabilities Education Act (IDEA) regarding braille instruction.

According to the letter, in the fall of 2010, nearly 30,000 of the students served under Part B of the IDEA were reported as having "visual impairment including blindness" as their *primary* disability.

The letter also stated that shortages of trained personnel to provide braille instruction; the availability of alternative reading media (including large print materials, recorded materials or computers with speech output); or the amount of time needed to provide a child with sufficient and regular instruction to attain proficiency in braille, may not be used to deny braille instruction to a child.

The department's action was praised by a number of organizations including the National Federation of the Blind which said the letter, "...puts school administrators on notice that braille instruction must be provided to blind children

unless a thorough and rigorous evaluation demonstrates that braille is not appropriate. The guidelines also make it clear that braille is appropriate for blind children who have some vision, especially if their eye condition is degenerative and they are therefore likely to continue to lose vision."

Melody Musgrove, director of the Office of Special Education Programs, and Michael Yudin, acting assistant secretary for special education and rehabilitative services, closed the letter by saying, "Research has shown that knowledge of braille provides numerous tangible and intangible benefits, including increased likelihood of obtaining productive employment and heightened self-esteem. Given these benefits, it is important that states and their public agencies ensure the appropriate implementation of the IDEA requirement regarding braille instruction."

The full letter is available online at: <http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/brailledcl-6-19-13.pdf>.



Progress on Meaningful Access to U.S. Currency

The U.S. Bureau of Engraving and Printing (BEP) is making progress toward implementing the secretary of the treasury's decision to provide meaningful access to United States currency by (1) adding a raised tactile feature to each Federal Reserve note that BEP may lawfully redesign, (2) continuing BEP's program of adding large, high-contrast numerals and different colors to each denomination that it may lawfully redesign and (3) implementing a supplemental currency reader distribution program for blind and other visually impaired U.S. citizens and legal residents.

BEP continues to evaluate potential tactile features by conducting manufacturing/processing trials and usability tests on samples. In terms of manufacturing, BEP has produced samples of tactile features using three different application technologies: screen printing, intaglio printing and coating. BEP evaluated but then eliminated a fourth potential application technology—ink jet printing—from further investigation due to the estimated high cost and projected time needed to ensure the technology could meet the demanding requirements of banknote production.

An initial test of one type of screen-printed sample using BEP's existing processing machinery indicated certain areas may need

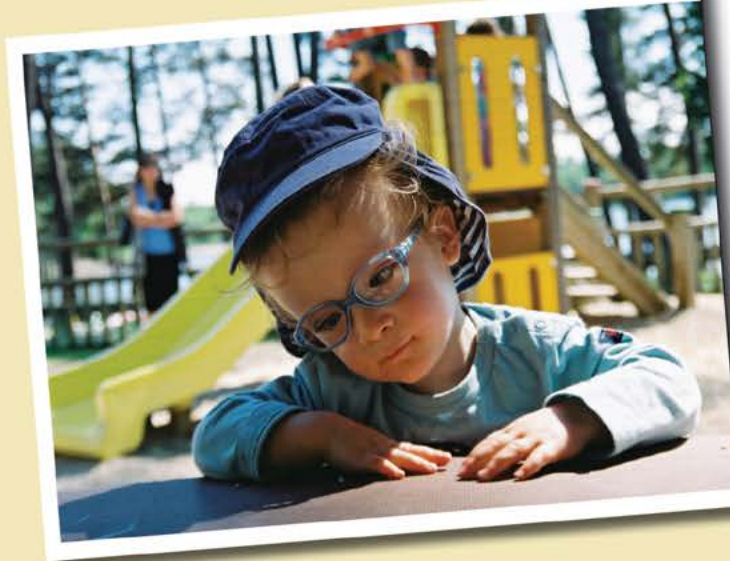
modification to accommodate banknotes with a raised tactile feature. BEP is continuing this research toward choosing a tactile feature application method.

BEP is using an acuity test protocol to collect data and feedback from blind attendees at several conferences (like last summer's AER International Conference 2012) regarding the relative perceptibility of samples of various tactile features.

BEP continues to explore the most promising options for implementing the currency reader program. In early discussions with the National Library Service of the Library of Congress (NLS), BEP has explored the possibility of an interagency agreement under which NLS would assist BEP with distributing currency readers and managing other aspects of the program. Finally, BEP's Office of Acquisitions is preparing a solicitation to procure the currency readers for the program.



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Association for Education and Rehabilitation of the Blind and Visually Impaired

July-August 2013 Issue Available Online

New discoveries about the visual system, Abacus, CHARGE Syndrome, audio-described films, video assistive devices

The July-August issue of the *Journal of Visual Impairment and Blindness (JVIB)* features the final publication by a giant in the research of neuroplasticity of the brain and how it relates to vision. Dr. James E. Jan, best known for his groundbreaking work on the nature of cortical visual impairment, and colleagues contributed the article, "Windows into the Visual Brain: New Discoveries About the Visual System, Its Functions, and Implications for Practitioners," which describes recent significant progress in the understanding of the human visual system.

Enjoy new *JVIB* features released in 2013: the all-in-one PDF file for those who use PDFs; a continuous news and calendar feed that is constantly updated; and the new downloadable e-book files for the journal.

To view the July-August issue, go to the Members Only section of the AER website (<http://tiny.cc/AERMember>). Members will need their username and password, found on the AER member card, or contact aer@aerbvi.org for assistance.

This issue's articles and features include:

- ✦ Windows into the Visual Brain: New Discoveries About the Visual System, Its Functions, and Implications for Practitioners by James E. Jan, Roberta K. B. Heaven, Carey Matsuba, M. Beth Langley, Christine Roman-Lantzy and Tanni L. Anthony
- ✦ The Abacus: Instruction by Teachers of Students with Visual Impairments by Sheila Amato, Sunggye Hong and L. Penny Rosenblum
- ✦ The Abacus: Teachers' Preparation and Beliefs About Their Abacus Preservice Preparation by L. Penny Rosenblum, Sunggye Hong and Sheila Amato
- ✦ Could Audio-Described Films Benefit from Audio Introductions? An Audience Response Study by Pablo Romero-Fresco and Louise Fryer
- ✦ Balance and Self-Efficacy of Balance in Children with CHARGE Syndrome by Pamela S. Haibach and Lauren J. Lieberman
- ✦ Practice Report
 - Use of a Video Assistive Device in a University Course in Laboratory Science: A Case Study by Ryan A. Cole and Alan J. Slavin

Plus Editor's Page; Stuart H. Wittenstein's book review of *The Manliest Man: Samuel G. Howe and the Contours of Nineteenth-Century American Reform* by James W. Trent; News From the field; and Calendar.

To submit News from the Field, product announcements or calendar items for possible publication in *JVIB*, contact Rebecca Burrichter, senior editor, *JVIB*, at rebeccab@afb.net. An annual AER membership includes a subscription to *JVIB* which is published by the American Foundation for the Blind.

AER Revises University Review Program

Streamlined process to ease burden on university programs

In academia, accreditation plays an important role in building a program's reputation. Not only can accreditation help to attract the best students, it also influences student outcomes. Graduates from accredited programs have the appropriate training to meet their fields' standards and sit for national certification exams, leading to better job opportunities. A typical accreditation process, however, can cost several thousand dollars and require significant effort from the institution to complete the self-study and host the site visit.

For low incidence fields, such as orientation and mobility (O&M), vision rehabilitation therapy (VRT) and teachers of the visually impaired (TVI), formal accreditation processes are often cost-prohibitive. To fill the gap of program evaluations, AER developed the University Review in the 1970s, and it has remained the primary avenue through which university programs can certify they provide quality training for O&M, VRT and TVI professionals.

When it first began, the University Review required both a self-study and a site visit. Eventually, this format became difficult to sustain, given increased travel costs. Thus, in 2008 AER appointed a certification review committee to overhaul the University Review process. The committee spent two years revising the process and submitted their ideas to the field for feedback. The result is a streamlined process that takes advantage of Internet technologies to maintain the rigor of the evaluation while minimizing costs to the programs themselves. Universities submit documents to AER via an online file sharing site; the review team uses an Internet survey site to complete and tabulate their evaluation forms; and AER schedules conference calls with program chairs, faculty and students instead of requiring site visits. All told, the process costs \$1,750 for each program with discounts available for those universities with multiple programs.

Process

For each program review, AER appoints a team comprising four specially trained AER members to participate in the process. Following a strict protocol, these individuals

painstakingly examine all the program's documents and based on their findings, recommend the program's AER approval status (fully approved, conditionally approved or not approved). Of the four team members, two must be either current or former university faculty. The other two may be either practitioners or teachers. Three of the team members must be from the discipline being reviewed, and the fourth must be from a related discipline. To serve on a review team, members must attend an AER training webinar and pass a test demonstrating their own knowledge of industry standards and AER's University Review process. Currently, AER has a cadre of more than 30 members who can serve on review teams.

Each review includes a document review to measure how well the program meets professional standards and two phone interviews—one each with faculty and students—to clarify information and also to let reviewers interact directly with the people in the program.

The document review occurs in two parts. In the first part, the full team evaluates how well the program meets core standards, which focus on the overall structure of the program and cover issues such as the program's requirements for the academic degree or certification, qualifications of program faculty and support for student clinical experience. The second part of the document review focuses on curricular standards specific to each discipline. For this portion, the review team splits into two pairs, and each pair is responsible for reviewing approximately 100 standards that cover specific knowledge and skills that graduates must master to perform their jobs well.

Reviewers determine if the program has met, partially met or failed to meet each standard, providing explanations for the latter two judgments. Once the team has compiled its preliminary findings, the team schedules phone interviews with program personnel. In the first phone interview, with the program director and faculty, the team seeks to clarify and/or resolve any issues that arose during the document review. The team uses the second phone interview, which is with students, as a check to see if they corroborate what faculty have said about the program. Based on additional information from the

faculty and students, the team once again reviews its decisions and revises them, if necessary.

Within each set of standards are some that are absolute, or “must have,” and some that are critical, or “good to have.” Programs must meet all absolute standards and at least 95% of the critical ones to become fully approved. Programs that meet all but one absolute standard or 85-94% of the critical standards become conditionally approved. “The goal of the University Review is continuous quality improvement,” explained William Wiener, chair, University Review Committee. “We want to bring all programs up to the highest standards. That’s why we issue conditional approvals to some programs. They may be generally strong but have some areas of weakness. We give them one year to bring those weaknesses up to standard.” Programs that fail to meet either the approved or conditionally approved requirements may either improve their programs and reapply for University Review or appeal the decision if they feel it was judged improperly.

Before rendering a decision about a program, each review team presents its recommendations to the University Executive Panel (UEP). This elite group, elected by and from AER’s cadre of reviewers, consists of three individuals who have conducted multiple reviews themselves. The UEP checks the review team’s work to ensure they followed protocol and that the documentation supports the recommendation. Once the UEP confirms the review team’s work, AER sends a letter to the university informing them of the results.

AER approval lasts five years, provided universities submit annual reports with updates about any changes to their program.

New standards

When it first began, the University Review used standards derived from requirements for national certification in the United States. In July 2012, at the AER International Conference 2012 in Bellevue, Wash., the University Review Committee asked members to review and revise the standards. By fall 2012, AER distributed drafts of the revised standards to both divisions and university programs for their feedback. After incorporating comments from the field, the University Review Committee adopted the revised standards for O&M and VRT; the committee expects to implement the revised TVI standards soon. These standards are available on the AER website (<http://www.aerbvi.org>) under the Professional Prep/Certification tab.

“We have worked hard to make the process as democratic as possible,” said Wiener. “We involved as many people throughout the field as possible, so universities are evaluated by their peers.”

What lies ahead

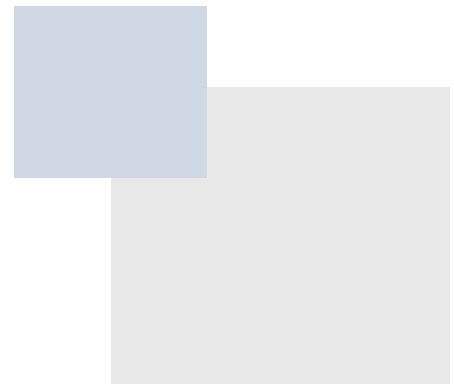
Graduating from an AER-approved program was once a requirement to sit for ACVREP national certification. However, during the 1990s and early 2000s, when declining numbers of universities participated in the review, this requirement was dropped. Recently, members of AER’s University Review Committee have approached the ACVREP’s Subject Matter Experts Committee to discuss reinstating the requirement for certification candidates to have graduated from an AER-approved program.

Explained Wiener, “Most other professions require their certification candidates to have graduated from an accredited program, or if their university program is not accredited, they specify a rigorous alternate pathway that includes extra coursework or field experience to demonstrate the individual has sufficient training to meet national standards. We are working with ACVREP to explore these possibilities.”

In the meantime, AER encourages universities to consider applying for University Review. In a recent survey of university programs, AER found over 60% of respondents were planning to apply for approval within the next two years. The remaining respondents were either still considering applying, were closing, or were not interested in applying for approval. Said Wiener, “The whole goal [of the University Review] is to enhance the quality of all university programs. By going through this process, universities can demonstrate they meet or exceed standards in the field. It’s a really a good ‘bragging’ point; it’s good for recruitment; and it’s the right thing to do.”

AER’s commitment to ensuring excellent training for future vision professionals is so great, it actually offers the University Review at little to no financial benefit for the organization itself. “The University Review is not a money-maker for AER,” said Wiener. “If anything, it could be a money loser, but we’re doing it because of our commitment to ensuring the people we serve have the best possible instructors.”

For more information about the University Review process and standards, visit the AER website at <http://www.aerbvi.org> and select the Professional Prep/Certification tab.



AER-Approved Program Spotlight:

San Francisco State University's O&M Program

Several university programs have recently applied for AER approval, and to celebrate their outstanding work, we will highlight select programs in the coming issues of AER Report. To launch this series, we look at San Francisco State University's O&M program, run by Sandra Rosen.

San Francisco State University (SFSU) is home to one of the nation's oldest and most respected O&M programs. Founded in 1966, SFSU's program enjoys a reputation of graduating well-trained O&M professionals. Graduates receive either a master's degree in special education with specialization in O&M and/or the California Clinical Rehabilitation Services Credential. The program requires 18 months to complete, if enrolled full-time, and most classes occur in the evenings to accommodate students' work schedules. Currently, the program has approximately 30 enrolled students at different stages of completion.

As part of a large state university's special education department, the O&M program already participates in several review processes, such as that of the National Council for the Accreditation of Teacher Education (NCATE) and California's own stringent accreditation process. "Although it's a lot of extra work, I wanted to apply for AER approval because that's our field," said Sandra Rosen, coordinator of SFSU's O&M Program. "Having AER approval is like getting the 'Good Housekeeping Seal of Approval.' Plus, it was really important to me to get feedback for my program to see how we're doing."

Managing multiple accreditation processes while preparing for AER's University Review had its pros and cons. While the processes all had similar content, they each had their own formats, essentially requiring Rosen to complete the same evaluation multiple times. "The difference with AER's University Review was that they looked at quality in much greater detail than the state, because they know the field better," observed Rosen. "They know the curriculum and content."

Rosen likes that having AER approval not only provides feedback that allows her and her colleagues to improve their program, but it also gives students the assurance they are in a high quality program that has met the field's highest standards. "We want our students to say they came from our program," said Rosen. "We get feedback that the SFSU name has served our students well, and we want to keep our reputation."

To prepare for the University Review, Rosen spent several hours collating program documents and making sure reviewers could easily identify where and how the program addressed each standard. As a former chair of the University Review Committee herself, Rosen made sure her documents answered every possible question reviewers could have. "I put on the reviewer's mindset and asked myself what I would need to know to prove every claim I make," she explained.

Her hard work paid off, as one of the most impressive aspects of SFSU's review was its outstanding organization. Susan Dalton, a member of the review team, recalled, "This was actually my first time participating as a reviewer. Looking at the evaluation format, I assumed it was going to be difficult. But as I began to look at SFSU's documentation, I was easily able to identify standards in each syllabus. The way they laid out each syllabus made it very clear what standards they would cover."

To become a reviewer, Dalton attended an AER webinar, which explained how to determine if a program meets a standard. "AER provides a lot of great written materials to walk you through the process," she explained. "It looks overwhelming at first, but the process is well thought out. Also, we split the work so team members take areas they're more familiar with. It's nice, because people who know a certain area better can find the information more easily."

For both Rosen and Dalton, the AER University Review represents a great opportunity for programs to verify their quality and focus on ensuring the best programming for students. "I appreciated knowing that AER does such a thorough job of looking at the contents and budgets of a program," said Dalton.

"I can't imagine a university not wanting to do a review," said Rosen. "Having an external review process on a national level can be so helpful to universities. For example, when applying for grants, it's helpful to have national accreditation to show your program meets your field's highest standards. The process was a lot of work initially, but in hindsight it was worth every minute. In five years, when we have to go through the process again, I will do it in a heartbeat!"



Orientation & Mobility Program
San Francisco State University



SAN FRANCISCO
STATE UNIVERSITY

Physical Education and Sports for People with Visual Impairments and Deafblindness: Foundations of Instruction

By Lauren J. Lieberman, Paul E. Ponchillia, and Susan V. Ponchillia

Physical activity provides benefits for children's health and fitness, and it also helps to improve their self-esteem, feelings of competence, and relationship skills. It is part of the expanded core curriculum that includes skills essential for students who are visually impaired.

Participation in physical education has generally been more limited for individuals with visual impairments than for others with typical sight. To help close that gap, three prominent educators and athletes have created this important new sourcebook on teaching the skills that will enable children and adults with visual impairments and deafblindness to participate in physical education, recreation, sports, and lifelong health and fitness activities.

Physical Education and Sports provides you with this essential information:

- » Methods of modifying physical skills instruction
- » Techniques for adapting sports and other physical activities
- » Teaching methods and curriculum points for physical skills instruction throughout the lifespan
- » Information about sports and related activities, providing rules, adaptations, and information about competition options

Part 1 Visual Impairment, Deafblindness, and Physical Activity

Chapter 1 Impact of Vision Loss

Chapter 2 Visual Impairment and Deafblindness: An Overview

Chapter 3 Providing Physical Education to Students with Visual Impairments or Deafblindness

Part 2 Modifications and Adaptations for Teaching Physical Activities

Chapter 4 Modifying Instruction to Meet Students' Needs

Chapter 5 Principles of Adapting Games, Sports, and Related Activities

Part 3 Teaching Physical Skills throughout the Lifespan

Chapter 6 Early Childhood Development *by Tanni Anthony*

Chapter 7 Elementary Education Programming

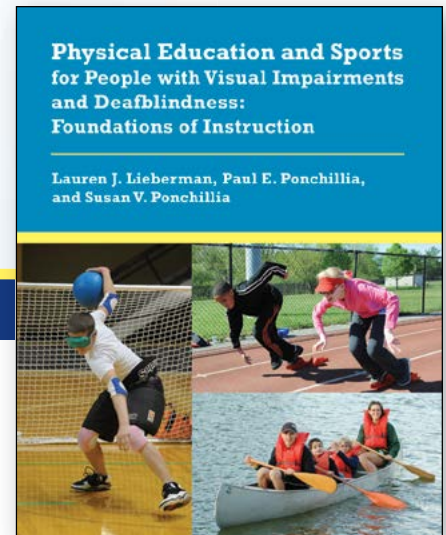
Chapter 8 Physical Education and Sports Activities in Middle School, High School, and Adulthood

Chapter 9 Organized Sports for Children and Adults with Visual Impairments: Goalball and Beep Baseball

Chapter 10 Recreational Activities and Their Adaptations: Toward a Positive Quality of Life

Chapter 11 Fitness: A Lifelong Pursuit

Chapter 12 Sports and Related Organizations of Special Interest



The ideal manual for physical educators, adapted physical education specialists, teachers of students with visual impairments, orientation and mobility specialists, occupational and recreational therapists, and anyone else interested in sports and recreation for persons who are visually impaired or deafblind.

Print \$49.95 | ASCII Download \$34.95 | e-book: \$34.95 | Online Subscription: \$30.00

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Chapter News

Dakotas Chapter

The AER Dakotas Chapter held its conference, entitled "Empowering Lives," May 8–10, 2013, in Grand Forks, N.D. The conference agenda contained several educational sessions on subjects such as cortical visual impairment, technology, social skills, orientation and mobility, and adapted art activities. AER Executive Director Lou Tutt was our special guest, addressing national issues and AER and transition. It was a real pleasure meeting him and having him as part of our conference. The conference also featured many vendors, representing HumanWare, Freedom Scientific, Enhanced Vision and LS&S. Our chapter presented years of service awards to members who have reached milestone marks for longevity as members. The 2013 Rikki Nitz Worker of the Year Award was awarded to Tevan Fischbach of Aberdeen, S.D. The Friends of Vision Award, recognizing an individual or group who has made a significant or lasting contribution to the field of vision, was presented to Julie Anderson, of Fargo, N.D. A good time was had by all, and the presenters, vendors and AER members anxiously await another chapter conference next year in South Dakota!



AER Dakota Chapters President Tracy Wicken (left) and AER Executive Director Lou Tutt present a years of service award to Patti Liebswager (right).



Wicken (left) and Tutt present a years of service award to Carmen Suminski (right).



Rikki Nitz Worker of the Year Award winner Tevan Rischbach poses with Tutt.



2013 Friends of Vision Award winner Julie Anderson

New York State Chapter

The AER New York State Chapter (NYSAER) has elected its board and continues to meet in person quarterly at venues associated with the annual chapter conference.

NYSAER had planned a conference for November 4–6, 2012, in White Plains, N.Y., just 30 minutes by train from Manhattan. Many will remember that

Superstorm Sandy created havoc for our area, causing us to cancel the conference due to gasoline shortages and other aftereffects of the superstorm.

In the wake of so much continued loss from Superstorm Sandy, we were humbled by how great everybody was in the days before and after the Fall 2012 Conference was scheduled. Many of us worked so hard before the storm to pull together a tremendous event. Those same folks were essential in spreading the word that White Plains was out of gas and that reparations came first. However, by canceling the conference we prevented a tremendous financial blow to NYSAER. It is almost certain that a large percentage of our conference goers would not have been able to attend and had they come, they would have had great difficulty finding gas to return home. The Crowne Plaza-Downtown White Plains was wonderful and that is why we're returning there to hold the Fall 2013 Conference, October 27–29. **SAVE THE DATE!!**

In order to formally change officers and present awards to the 2012 recipients, NYSAER held a one-day event on April 22, 2013, which included the keynote and six of the workshops from the original fall 2012 conference. New York's own Dr. Karen Gourgey, director, Computer Center for Visually Impaired People, Baruch College of The City University of New York delivered the keynote address. The six workshops covered four ACVREP CE content areas including: The Visual System and Vision Loss, Professionalism in Vision Education and Rehabilitation, Professional Information, and Instructional Methods. A video of the event is posted on the chapter's Facebook page: <http://www.facebook.com/NYSAERBVI>.

At the April event, the chapter announced its 2012 NYSAER Award recipients. Dr. Gourgey received the Nat Seaman Award,

which recognizes individuals who have contributed to or influenced practices and performance in furthering the cause of disabled and/or visually impaired persons. Joanne Russotti received the George E. Keane Award, which recognizes the lifetime of achievement and dedicated service to persons with visual impairments whose work has been of benefit to NYS and has influenced the national scene. Finally, Merrie Balka received the Ann Range Children's Award, which recognizes the lifetime of achievement and dedicated service to children with visual impairments whose work has been of benefit to NYS.

The chapter also announced its 2012 NYSAER Scholarship winners. The recipients and the schools they attend are: Breanne Baker, University of Northern Colorado; Juan Barrios, Hunter College of The City University of New York (CUNY); Jaclyn Beebe, Dominican College; Chelsea Hale, Dominican College; and Lisa Sluszk, Hunter College of The CUNY.

Fund-raising activities during the conference, such as the auction and selling 50/50 tickets, raised money to support a trip to Space Camp for children with visual impairments, graduate student conference fees and graduate student scholarship awards. Thank you to Debbie Silberberg and the Program Committee for putting together such a wonderful program, Dan McLaughlin for keeping us on track as treasurer, Christopher Frank and Donna Karlson for working with the vendors and ads and Erin Altieri for producing braille copies of the program. Thank you also to the vendors for their continued support and most importantly, to all of the vision rehabilitation and education professionals for all you do to contribute to New York State's excellence in vision services.

Many conference goers stayed to join licensure supporters at Lobby Day on April 23, 2013. Organized by Elga Joffe, Lobby Day 2013 – lobbying for licensure for VRT and O&M specialists was a huge success. LICENSURE NOW!

More information can be found on my blog: <http://gambrosez.wordpress.com/> or on Twitter: @Future_LOMS.

Join AER and make a difference!

Northern California Chapter

The AER Northern California Chapter's annual spring event was a huge success. Well over 65 people attended the conference, held May 9, 2013, at the Orientation Center for the Blind (OCB) in Albany, Calif. The theme of the conference was "Brain Injury and CVI: Across the Spectrum." The event's presentations included the following:

"Assessment of Functional Visual Limitations of Brain Injuries, Where's the Lesion, What's the Reason?" by Dr. Pia Hoening, clinical professor of optometry and chief of Binocular Vision Clinic, UC Berkeley School of Optometry

"Visual Field Loss and Brain Injury; Implications of Mobility," by John Kingston, MA/COMS, chief of O&M services/comprehensive neurological vision rehabilitation (CNVR) coordinator, Western Blind Rehabilitation Center, VA Palo Alto Health Care System

"A Model for Service Delivery for Children with CVI: Assessment and Instruction," by Amanda Hall Lueck, Ph.D., professor of special education, Program in Visual Impairments, San Francisco State University

Penn-Del Chapter

AER Penn-Del hosted another successful conference April 24–26, 2013. The conference, "Equality, Accessibility, and Opportunity: Battles that Matter," drew over 300 participants from Pennsylvania and Delaware, and several other states. The conference was held at a new location, the Eisenhower Hotel and Conference Center in Gettysburg, Pa., on the 150th anniversary of the famous Battle of Gettysburg.

In addition to offering 36 concurrent sessions and 12+ poster presentations selected from a robust response to a

call for presentations, the AER Penn-Del Vision Conference offered three impressive general sessions by nationally known speakers. The keynote address was delivered by Dr. Richard L. Welsh, former superintendent of Maryland School for the Blind, retired president of Pittsburgh Vision Services, and the first president of AER. Ms. Annette Reichman, director/liaison, Office of Special Institutions, Office of Special Education and Rehabilitative Services in the United States Department of Education, delivered the midnote address, and Master Sgt. Jeffrey Mittman (Ret.), communications specialist, Defense Finance and Accounting Service, delivered the footnote address.

2013 Penn-Del AER Awards. During the conference, the chapter presented the Penn-Del AER Service Award to Dr. Lynn Fox and the Elinor Long Educator of the Year (ELEY) Award to Tracy Whitehead. Kristina McClelland, a student at the University of Pittsburgh, was presented the Penn-Del AER Student Scholarship Award. As recipient of this award, Ms. McClelland received a \$1,000 scholarship and her AER transitional year membership fee.

Board of Directors. On June 30, 2013, we bid farewell to five board members. We offer a very special thank you to Darlene Cole, Justin Kaiser, Christine Snellman, Mark Steciw and Elaine Welch for their dedicated service to AER Penn-Del. We are pleased to welcome Shelly Faust-Jones, Angela Humbertson, Frank Irzyk, Shelley Rhodes and Jamie Sigel as new board members.

Forming 2013-2014 AER Penn-Del committees. Penn-Del AER is looking for chapter members interested in serving on the 2013-2014 committees/subcommittees. We are always looking for new and underused talent!!! Serving on a committee can provide valuable networking and growth opportunities that can be instrumental in preparing individuals for increased responsibility as

Continued on p. 20

Chapter News *Cont. from page 19*

they mature in their professions. If you are interested in serving on a committee of this award-winning chapter, please contact AER Penn-Del President, Christie Peel, at christie.a.peel@gmail.com. We will begin forming committees in July.

Conference 2014 news. The AER Penn-Del Conference Planning Committee will soon begin planning for the 2014 conference to be held in Harrisburg, Pa., at the Best Western Premier Central Hotel and Conference Center, April 23-25, 2014. The Call for Presentations will be issued in the late summer/early fall. Conference updates will be posted on our website as they become available.

For more information on our chapter and conference, please visit our website at www.penn-delaer.org.

Pacific Northwest Chapter

On March 22–23, 2013, the AER Pacific Northwest Chapter (PNW AER) held its spring conference in the beautiful Yakima Valley in Washington State. With nearly 200 in attendance, it was a fabulous opportunity for professional growth and connecting with friends old and new. The board worked hard to ensure the conference offered something for everyone. The program included sessions for TVIs, VRTs, O&Ms, paraeducators and parents. The keynote by Dr. Christine Roman highlighted the needs of students with CVI, now the leading cause of visual impairment in children. She presented two additional breakouts: “Supporting the Literacy Needs of Students with CVI” and “A Screening Tool for Infants Most at Risk for Developing CVI.” Other popular sessions included Mike May’s “Wayfinding with GPS,” Cay Holbrook’s “Building on Patterns” workshop, and Colleen Lines and Zach Lattin’s “Fun with Formats” sessions detailing some of the new braille formats. In all, the conference featured 35 sessions over two days.

At the annual PNW AER business meeting, the chapter presented its Service to the Field Award to Sherry

Hahn and Bruce McClanahan and Service to PNW AER Award to Melva Stolhand. Jennifer Linden and Alan Garrels, both of whom are retiring, received Lifetime Achievement Awards.

The silent auction was a huge success as was the raffle drawing for a new Pebble magnifier donated by Dennis Foster of



Nearly 200 chapter members attended the AER Pacific Northwest Chapter conference in March 2013.



Vision Matters. Funds from the raffle will go into an expanded mini-grant fund that allows PNW AER to award a larger number of mini-grants for members who want to attend the AER International Conference 2014 in San Antonio, Texas.

Virginia Chapter

The AER Virginia Chapter (VA AER) is committed to recruiting new professionals in the field of vision as well as attracting new members to AER. We are pleased to announce the debut of The Barbara McCarthy Scholarship. This \$1,000 scholarship includes a one-year student membership to AER. This award honors Barbara McCarthy and her dedication, commitment and leadership within the field of education for persons with visual impairment in Virginia. Barbara’s many accomplishments include serving as AER president and VA AER treasurer, as well as her many years as an AER member.

Our first recipient is Andrea Dunn. She is a teacher of the visually impaired for Fairfax County Public Schools and is attending George Mason University, working on her master’s in special

education with a certificate in teaching students with visual impairments. We are so proud of her!

In order to fund the new scholarship, we held our first silent auction at the March chapter conference in Richmond. Flying Squirrels tickets (a minor league baseball team), Virginia Fine Arts Museum tickets, a photograph taken by Dr. Anne Corn, quilts, paintings, a river cruise, and many other fine services and objects were up for bid. The highest bid was on an old Hall Braillewriter. We raised over \$1,700 between the silent auction and the 50/50 raffle. Many thanks to the generous donors for making this a successful event! We look forward to doing it again next year in Roanoke. Any AER member, regardless of state, wanting to contribute a silent auction item may contact Julie Kay at pjlkay2@aol.com.



AER International 
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Sponsored by the AER Orientation & Mobility Division

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Dec. 11-14, 2013
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New Orleans Hilton Riverside

The year's *Must-Attend Event* for Orientation & Mobility professionals presented by the Orientation & Mobility Division of the Association for Education and Rehabilitation of the Blind and Visually Impaired. Join hundreds of O&M Specialists for this exceptional opportunity for professional development and networking.

Hear outstanding speakers providing superb programming on topics such as:

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Private Contracting for O&M

Street Crossings

GPS and Location Technology
for VI Individuals

Technology/Apps and O&M

Guide Dog Track

International Track

Research Track

And Much More

More Information
<http://aerbvi.org/O&M2013>



Association for Education and Rehabilitation of the Blind and Visually Impaired

Division Docket

Psychosocial Services Division

The Psychosocial Services Division is currently accepting nominations for the Robert M. Lambert, Ph.D., Memorial Award. Contact Debbie Willis, division chair, with your nominations. This award honors the late Dr. Lambert of Concordia University in Montreal, Canada. The award is presented every two years during the AER International Conference. Last year's Lambert Award winner, Dr. James E. Jan of Canada, received the award on July 19, 2012, at the AER International Conference 2012 in Bellevue, Wash., where it was presented by Joan B. Chase, Ph.D., the first winner of the award and one of the early leaders of the Psychosocial Services Division.

Dr. Chase has a few Tactile Assessment of Performance (TAP) kits available. She has conducted two workshops and is arranging for more. Dr. Chase's workshop is a valuable and useful experience, and participants receive the training and a TAP kit, along with the other materials she distributes, at no cost. The final workshop will occur in Tampa, Fla., on Oct. 4, 2013. For more information, contact Dr. Joan B. Chase, jbchase@gte.net, 727-733-7771.

The division continues to work on our website and plans to have a list of Psychosocial Services Division members, announcements, history and awards, newsletters, VI Role Models on a Shelf, assessment and assessment materials, and resources. Janie Blome, chair-elect, volunteered to make additions and changes to the resources list. For information about the division website, contact Joe D'Ottavio, division secretary, at joe.dottavio@perkins.org or 617-972-7286.

The division is looking for a newsletter editor, as Martha Simmons announced that she is retiring soon! We continue to publish our division newsletter twice a year. Look for the spring newsletter on the website. Board members contribute articles, and other division members are encouraged to contribute as well. The editor is responsible for compiling the contributions and pulling together the final document. This is a great job for someone who enjoys the writing process, who likes to work with people and be in the middle of things, and who wants to contribute to the smooth functioning of our division. It can be a great start for anyone wanting to become more involved. Contact Debbie Willis, division chair, at dwillis@aph.org if you have contributions or an interest in becoming our newsletter editor.

Vision Rehabilitation Therapy Division

In August 2011, many vision rehabilitation therapists (VRTs) met in Boston during an AER regional conference to enjoy a training designed especially for the profession. One of the resounding themes of the conference was "Respond to the

Challenge." Attendees were encouraged to apply the same creativity and resourcefulness to address the challenges that face the profession as they do when they work with consumers.

During the training, participants divided into five small groups, and each group was asked to respond to a challenge. One of the groups tackled the subject of recruitment and retention. That group, which continued working long after the training in Boston ended, eventually became the Recruitment and Retention Committee.

One of the committee's ideas was to designate a week honoring vision rehabilitation therapists. So, they chose the last week of June as "Vision Rehabilitation Therapy Week."

Last year started small, with each member of the committee honoring fellow VRTs in their respective states. One committee member sponsored a VRT luncheon for colleagues; others presented colleagues with certificates or letters of appreciation. One creative idea was to make a corsage containing equipment representing the skills taught by a VRT. The committee hopes to expand to other locations in 2014.

This year, we celebrated Vision Rehabilitation Therapy Week, June 23–29, 2013, with emphasis on two goals: (1) introducing the VRT profession to potential candidates, by speaking to undergraduate classes in related professions and to high school students about the profession, and creating public service announcements about Vision Rehabilitation Therapy; and (2) encouraging and recognizing current VRTs by finding creative ways to appreciate staff and colleagues. Some ideas will be shared on the Vision Rehabilitation Therapy Listserv.

The VRT Division Recruitment and Retention Committee is taking a positive step to meet the challenge set before it. Members are welcome to join us in the committee's endeavors. Please share additional ideas with:

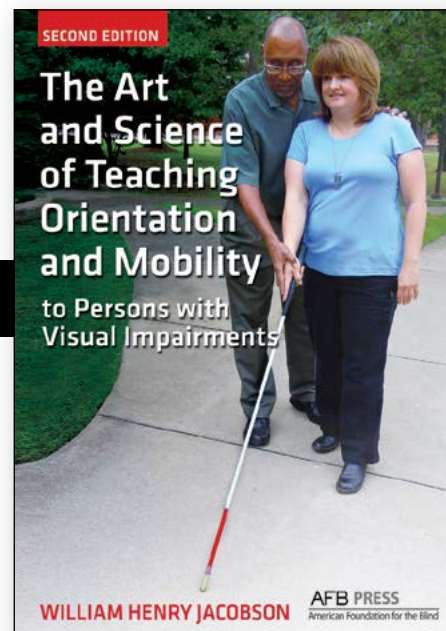
Lenore Dillon, CVRT
Alabama Department of Rehabilitation Services
560 S. Lawrence St.
Montgomery, AL 36104
(334)-293-7100
lenore.dillon@rehab.alabama.gov



The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments, *Second Edition*

By William Henry Jacobson

This popular and classic text, used both in the United States and throughout the world, has been updated for the 21st century and is an invaluable guide for working with students of all ages. It details orientation and mobility techniques and explains how to provide effective instruction in one complete manual for the beginning O&M instructor that is a reference for the experienced practitioner as well.



The second edition of *The Art and Science of Teaching Orientation and Mobility*:

- » Provides step-by-step presentation of each O&M technique and describes in detail how to individualize and teach each one.
- » Outlines the scope and sequence of a complete O&M curriculum.
- » Offers a guiding philosophy as well as principles and strategies for effective teaching.
- » Includes a new chapter on assessment with essential assessment checklists for children and adults.
- » Provides more extensive content on today's O&M instructional issues, such as street crossings and the current, more challenging traffic environment.

Introduction

Unit 1 Guidelines for Instruction

Chapter 1 The Teaching of Orientation and Mobility

Chapter 2 Assessment: O&M Skills and Concepts

Unit 2 Essential Indoor O&M Skills

Chapter 3 Basic Techniques for Guiding a Person with a Visual Impairment

Chapter 4 Self-Protection Techniques: Moving through the Environment Independently

Chapter 5 Basic Long Cane and Self-Familiarization Skills

Chapter 6 Advanced Indoor Orientation and Mobility Skills

Unit 3 Outdoor Skills and Refinements

Chapter 7 Basic Outdoor Orientation and Mobility Skills

Chapter 8 Intermediate Outdoor Orientation and Mobility Skills

Chapter 9 Advanced Outdoor Orientation and Mobility Skills

Unit 4 Additional Considerations for the Specialist

Chapter 10 Special Situations and Conditions and Mobility Devices

Chapter 11 Creative Approaches to Teaching Orientation and Mobility

Chapter 12 Professional Issues

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AER International



Orientation & Mobility Conference 2013

Sponsored by the AER Orientation & Mobility Division

Exploring All Options

Join us Dec. 11–14 in New Orleans, Louisiana!

Sponsored by the AER's Orientation & Mobility Division, the AER International O&M Conference 2013 will bring together hundreds of O&M specialists from around the world. This exceptional opportunity for professional development and networking will feature more than 100 hours of presentations on topics such as:

- Street crossings
- VI students who are infants/toddlers
- VI students with additional disabilities
- Travel instruction for people with disabilities other than visual impairment
- Private contracting for O&M
- GPS and location technology for VI individuals
- Technology/apps and O&M

In addition to these topics, there are three educational tracks for topics related to guide dogs, international O&M issues, and research.

For more information about the conference, including hotel and transportation information, go to <http://aerbvi.org/O&M2013/>.

Registration

Early bird rates are available until July 31, 2013! Go to <http://aerbvi.org/O&M2013/registration.htm> for complete registration information.

Conference Schedule

Wednesday, December 11, 2013

8:00 a.m.–7:00 p.m.	Registration
1:00–2:30 p.m.	Opening session/O&M Division business meeting
2:45–6:00 p.m.	Concurrent sessions
6:00–8:00 p.m.	Exhibitor welcome reception

Thursday, December 12, 2013

7:00 a.m.–5:00 p.m.	Registration
7:30–8:15 a.m.	Breakfast
7:30 a.m.–3:30 p.m.	Exhibit Hall open
8:15–11:00 a.m.	Concurrent sessions
11:00 a.m.–12:00 p.m.	Poster session
12:00–1:30 p.m.	“A Taste of New Orleans” in Exhibit Hall
1:30–5:00 p.m.	Concurrent sessions

Friday, December 13, 2013

7:00 a.m.–5:00 p.m.	Registration
7:30–8:15 a.m.	Breakfast
7:30 a.m.–2:30 p.m.	Exhibit Hall open
8:15 a.m.–12:00 p.m.	Concurrent sessions
12:00–1:30 p.m.	Lunch on own
1:30–2:15 p.m.	Concurrent sessions
2:30–5:00 p.m.	Optional Creole Queen Riverboat Dinner Cruise

Saturday, December 14, 2013

7:00 a.m.–5:00 p.m.	Registration
8:15–11:45 a.m.	Concurrent sessions
11:45 a.m.–1:00 p.m.	Lunch on own
1:00–5:00 p.m.	Concurrent sessions

Current session offerings (subject to change)

The AER International O&M Conference 2013 currently has over 120 sessions! Below is an alphabetical, partial listing of topics. Go to <http://aerbvi.org/O&M2013/schedule.htm> for a complete schedule.

- + 1Touch—Self-Defense
- + ABCs of GPS
- + Ability Beyond the Horizon: O&M in Developing Countries
- + Accessibility Issues: Quiet Cars, Unconventional Intersections, and the Future
- + Accessible Pedestrian Signals: Installation and Adjustment
- + ADA and Transportation Refresher and Update
- + Adapting O&M to Changes in the Built Environment
- + Adding Insight to Injury: VA and Veterans Research for O&M
- + All Movement Is Mobility
- + An Innovative Approach to the O&M Model
- + An O&M Client Evaluation Tool: Measuring Client Achievement
- + Analysis of Factors Related to Drop-off Detection with the Long Cane
- + APH Products Support O&M Instruction
- + Assessing the Path of Travel for People with Disabilities Other Than or in Addition to Blindness (limit 40)
- + Automated Pedestrian Detection
- + Bilingual Manual
- + Bionic Vision Australia—Research Update
- + Bioptics: Application and Outcomes to Low Vision Driving
- + Birth to Three: Orientation & Mobility New Mexico Style
- + Blast Related Mild Traumatic Brain Injuries: Insights for Low Vision O&M
- + Body Awareness and Movement for Students with Multiple Disabilities, Including Visual Impairments
- + Broadening the Scope of Guide Dog
- + Can a 14-month-old REALLY use a Long Cane? How We Taught Early O&M in Western Australia
- + Cane Color Recognition by Passing Motorists
- + “Cane Quest”—An O&M Competition Helping Blind Children Own Their Own Independence in Any Environment
- + Causes and Solutions of Dog Distraction for the Working Dog
- + ClickAndGo Narrative Maps: Simple, Effective, Inexpensive Wayfinding Aids for Indoor and Outdoor Travel
- + Crossing Streets at Roundabouts: Practical Tips for Consumers and O&M Specialists
- + CVI in Children: Implications for Orientation & Mobility
- + Deaf-Blind Parents Developing Independent Mobility with Their Family in the Home, Community and for Leisure Travel—What Is the Role of the Mobility Specialist?
- + Designing Outdoor Spaces to Improve Safe and Easy Travel for the Visually Impaired
- + Developing Problem-Solving Skills Using Methods and Principles of Structured Discovery Cane Travel™
- + Developing Safe Accessible Shared Surfaces
- + Discovering Drivers’ Yielding Behaviors
- + Drawing From Memory or Drawing a Blank? (Understanding and Improving Your Memory)
- + Encouraging Purposeful Movement with Infants and Toddlers (limit 20)
- + Enhancing Problem Solving Skills in O&M: Understanding, Assessing and Promoting Our Students’ Skills in This Area
- + Ensuring Quality & Timely O&M Service Provision Across Four States of Australia
- + Evaluating the Accessibility Performance of Pedestrian Beacons and Raised Crosswalk at Roundabouts
- + Exploring the Dynamics of Independence and Social Emotional Development in Adolescence
- + Gaining Client Compliance in 10 Simple Steps
- + Geocaching—Lessons for O&M: A Practical, Hands-On Introduction to Using Geocaching Tools and Lesson Planning for O&M for Students with Visual Impairment and Blindness (limit 40)
- + Get Lost! Who Does, Why, and What Can We Do About It?
- + Global Positioning Systems and the Traveler with a Visual Impairment: “Who?” “What?” “Where?” “Why?” and “How?”
- + Guide Dog Mobility Instructors—Advancing the Profession, Education Beyond the Apprenticeship
- + Guide Dogs’ Issues with Stairs—Origins and Resolutions
- + Improving Cane Technique Through Proprioceptive Facilitation
- + Improving Cane Technique Through Proprioceptive Facilitation—HANDS ON (limit 20)
- + Inside and Outside a Guide Dog
- + International Transportation Changes—What Is in Our Future as O&M Professionals?
- + Learning Your Environment with Accessible Talking PC Maps
- + Lessons Learned: How to Integrate GPS into O&M Lessons
- + Licensure/Medicare Roundtable
- + LIGHTS, CAMERA, NOW WHAT? How to Prepare a Video Assessment for a Guide Dog Applicant
- + Making a Molehill Out of a Mountain of Paperwork
- + Metrics to Measure Client Progress
- + Mobility in Mongolia
- + More Than Independence: The Contribution of Mobility to Quality of Life in Older Persons
- + More to Mobility with Children Than Cane Travel: Strategies for Teaching the “Invisible Requirements” of Effective Traveling
- + O&M and Early Intervention—When Do We Start?
- + O&M for Life: Orientation & Mobility for Older Individuals with Visual Impairment (limit 20)
- + O&M Inventory, an Assessment Tool That Slays the Paperwork Dragon
- + O&M: More than Cane Skills and Routes
- + O&M’s Crucial Role in Access to Community for Rural Deaf-Blind—A Consumer’s Perspective
- + Organization Skills for Successful Street Crossings and Urban Travel in the U.S. for Students Who Are Completely Blind

More topics will appear in the next edition of the AER Report.

Experience the AER International Conference 2012 Online

AER's newest online educational resource, the AER Knowledge Center (<http://aerbvi.sclivelearningcenter.com>), gives you year-round access to 78 hours of recorded sessions from the AER International Conference 2012. Catch up on sessions you were unable to attend, review our most informative presentations, and earn CE credits from the comfort of your own home or office.

Try the AER Knowledge Center with the **FREE session recording from the AER International Conference 2012: NMSBVI O&M Inventory by Ron Later.**

If you purchased the All-Access CE Pass prior to the conference, you received an email with your user name and password.

If you have problems with your All-Access CE Pass, email us at aer@aerbvi.org.

Current member rates

\$179 for all-access pass
\$30 per hour
\$89 for MacFarland Seminar

Non-member rates

\$358 for all-access pass
\$55 per hour
\$189 for MacFarland Seminar

Keep your mind engaged between conferences with the AER Knowledge Center!

The screenshot shows the AER Knowledge Center website. At the top, the navigation bar includes the AER logo, the full name of the Association for Education and Rehabilitation of the Blind and Visually Impaired, and the text 'AER Knowledge Center'. Below the navigation bar are links for 'Home', 'My Account', 'Contact Us', and 'Checkout: \$0.00'. The main content area is titled 'FEATURED SESSIONS' and lists six sessions with 'PREVIEW or BUY' buttons and starting prices:

- EMPLOYMENT MODELS FOR PERSONS WITH TBI AND VISION LOSS** (Starting at \$358.00 USD)
- BRINGING LIFE SKILLS to Life During the School Day** (Starting at \$358.00 USD)
- INTELLIGENCE TESTING of Students Who are Blind and Visually Impaired** (Starting at \$358.00 USD)
- DISPOSITIONS: A Necessary Component in Personnel Preparation Programs** (Starting at \$358.00 USD)
- PEDAGOGICAL STRATEGIES for Teaching Street Crossings** (Starting at \$358.00 USD)
- A DISTANCE ORIENTATION TO VISION LOSS** (Starting at \$358.00 USD)

Below the featured sessions, there is a 'SPONSORED BY VRS' logo and a promotional banner for a 'FREE session from the AER International Conference 2012: NMSBVI O&M Inventory by Ron Later'. At the bottom, there are logos for 'AZ.GOV' (Arizona's Official Web Site) and 'American Printing House for the Blind, Inc.' (Building Independence Since 1858). A footer section includes the text 'Your Partner For A Stronger Arizona' and 'Learn about AER's Knowledge Center FEATURES & BENEFITS'. The APH logo also includes the text 'APH is the world's largest nonprofit organization creating educational...'.



Tech Links

AER has collected Internet links to tech news and resources that may be useful to members and the people they serve. For up-to-date links and other resources, visit AER's Facebook page at www.facebook.com/groups/aerbvi.



Tiny telescope implant helps restore age-related vision loss
http://www.nbcnews.com/health/tiny-telescope-implant-helps-restore-age-related-vision-loss-6C10474402?goback=%2Egde_1795235_member_253732436



Device from start-up company gives the visually impaired a way to read
<http://www.nytimes.com/2013/06/04/science/israeli-start-up-gives-visually-impaired-a-way-to-read.html?smid=fb-share&r=0>



Visually impaired to get first chance at written remote math conversations
<http://www.uah.edu/news/research/6205-visually-impaired-to-get-first-chance-at-written-remote-math-conversations>



Image generating bionic contact lens for the blind in development
<http://www.digitaljournal.com/article/351212>



Mobile apps listed for people who are blind and visually impaired
<http://techpp.com/2013/05/25/mobile-apps-for-blind-visually-impaired>



An interaction designer creates a tactile comic book for the blind
<http://gizmodo.com/an-interaction-designer-creates-a-tactile-comic-book-f-510747341>



Find vision apps from Georgia Tech's Tools for Life
<http://www.gatfl.org/favorite-search.php>



Computer algorithm uses echoes to create "virtual" room maps
http://www.upi.com/Science_News/Technology/2013/06/18/Computer-algorithmmuses-echoes-to-create-virtual-room-maps/UPI-50171371594122/#ixzz2WfTL9hMn

YouDescribe

Revolutionary online audio description service expected to expand access to YouTube videos

YouTube has undoubtedly changed how people get information from the Internet. The popular site houses user-created videos that provide a wealth of cultural and educational information. Moreover, teachers are increasingly creating and using YouTube videos as instructional tools. As the use of such videos grows, so does the importance of ensuring access for students who are blind or visually impaired.

Recently, the Video Description Research and Development Center (VDRDC) at the Smith-Kettlewell Eye Research Institute introduced YouDescribe, an online audio description tool that allows amateurs, such as teachers, families and friends of people with low vision, to add audio description to YouTube videos.

YouDescribe uses extended description, which pauses videos so describers are not time-limited when adding pertinent information for viewers who are blind or visually impaired. These pauses can be especially important for teachers, as some lessons may require lengthy explanations to adequately convey the visual concepts. By contrast, traditional inline audio description imposes time limits on descriptions, as they must fit in the silences between dialogue and audio. Also, they usually require professionals to write, voice and insert them into the video.

By using extended description, YouDescribe allows two important advances. First, the pool of available describers can include anyone; viewers do not need to depend on professional describers and audio description companies to make these short

online videos accessible. Second, because the pool of describers is so broad, the number of videos that have audio description can grow immensely. Over time, YouDescribe has the power to expand the video library for TVIs around the world.

Describers must register for a free account on the YouDescribe website (<http://www.youdescribe.org>). Once describers have completed describing a video, the VDRDC stores the audio description file as well as information about the YouTube video in a cloud-based repository. Viewers can then access audio-described YouTube videos by visiting the YouDescribe website, which essentially retrieves the video file directly from YouTube and pairs it with the appropriate audio description file from the cloud. Currently, YouDescribe works only with YouTube videos. Other online video sources, such as Netflix and Amazon, require licensing agreements, so making these videos accessible may take some time.

The VDRDC hosted a webinar on May 30, 2013 to explain YouDescribe and basic principles of audio description. The webinar is available through the VDRDC's Described and Captioned Media Program site at <http://webinars.dcmp.org/>.

Survey of Internet Users with Low Vision Shows Technology Preferences

In March 2013, WebAIM conducted its first survey of users with low vision. WebAIM is a non-profit organization within the Center for Persons with Disabilities at Utah State University. It is a leading provider of web accessibility expertise internationally. The survey of low vision users included 216 valid responses and sought information on which technologies individuals with low vision prefer when using the Internet.

The survey data underscores that users with low vision are very diverse. The range of vision loss varied greatly, as did the assistive technologies used. The vast majority of respondents used multiple assistive technologies, ranging from screen readers to changing text sizes in browsers. Survey results indicate very high keyboard use in this population, strengthening arguments for ensuring keyboard accessibility.

For respondents who used a screen reader, ZoomText was the most popular, followed by JAWS and VoiceOver. Few respondents used System Access, Window-Eyes, or MAGic, and no respondents reported using ChromeVox.

Respondents reported significant usage of mobile devices, with 13% using a mobile device as their primary device for navigating the web. iOS devices dominated the mobile arena, with 43% of respondents using these devices, and iOS users were more likely to use the accessibility settings of their mobile device.

Internet Explorer usage among respondents was notably higher than the overall population, perhaps suggesting lack of keyboard accessibility or assistive technology support in other browsers.

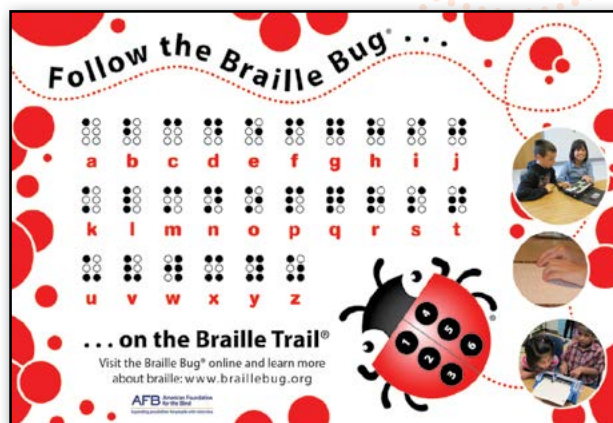
Finally, 99.5% of respondents had JavaScript enabled when completing the survey.

To read the full low vision survey results, visit WebAIM's website online at <http://webaim.org/projects/lowvisionsurvey/>.

The Braille Bug® wants to visit your classroom!

The popular ladybug who presides over AFB's Braille Bug® website (www.braillebug.org) of information about braille games and activities for children is now available on a poster for classroom use!

The colorful and handsome teaching tool displays the Braille Bug® herself, with photos of children reading and using braille technology. The Braille Bug® Alphabet Poster is sure to help your students with visual impairments—and you—intrigue the entire class and highlight the importance of braille.



The poster can be purchased separately or in various kits of Braille Bug® classroom materials.

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Braille Authority of North America (BANA) Update

by Diane P. Wormsley, AER's BANA representative

The Braille Authority of North America (BANA) held its spring 2013 meeting in Washington, D.C. Hosted by the National Library Service for the Blind and Physically Impaired of the Library of Congress (NLS), the meeting began with a welcome by Karen Keninger, director of the NLS, who spoke about the June 2013 Braille Summit held at the Perkins School for the Blind in Watertown, Mass. Sponsored by NLS, the summit provided an opportunity for NLS to re-examine its braille programs to ensure they are meeting the needs of those who use braille.

During its three-day meeting, the BANA board reviewed and acted on semiannual reports from its 18 committees, considered committee recommendations, and deliberated issues facing braille users and producers. Two BANA board actions of interest to AER readers were:

1. Approval of the BANA Bylaws Committee's recommended revision of the organization's entire set of bylaws and policies.
2. Approval of two new member organizations, the Council of Schools for the Blind (COSB) and the Hadley School for the Blind.

The predominant topic at this meeting was BANA's November 2012 vote to adopt Unified English Braille (UEB). UEB will eventually replace the current English Braille American Edition while retaining the Nemeth Code for Mathematics and Science Notation in the United States. At the fall 2012 meeting, BANA created a UEB task force to direct the implementation of UEB in the United States. (See [AER Report](#), fall 2012 issue for more details.)

The task force reported on the developing plan for the transition to UEB in the United States as well as the collaborative steps to initiate dialogue and planning among the affected braille communities. BANA is planning the UEB Transition Forum, which will occur October 16, 2013, in conjunction with the annual meeting of the American Printing House for the Blind. The UEB Transition Forum will be a day of information sharing and collaborative planning designed to help determine the steps and timetable through which the United States will make an effective transition to Unified English Braille.

AER members who are interested in learning more about UEB can visit the BANA website (<http://www.brailleauthority.org>) to find many documents about UEB, including the UEB Rulebook, tutorials for learning UEB and sample UEB transcriptions. The document, "Planning the Transition to UEB: Actions and Opportunities," listed under general information, outlines BANA's past and upcoming activities with respect to UEB implementation. For individuals who wish to share information on what they need to transition to UEB, BANA provides a link at the bottom of its UEB webpage to submit comments to the organization.

AER members who wish to have instant access to news or press releases from BANA can subscribe to the BANA Announce Listserv by sending a blank email message to bana-announce-subscribe@brailleauthority.org.

To facilitate information sharing with AER chapters, AER has asked each chapter to identify a member who will be responsible for sharing BANA information with chapter members. These chapter representatives, or BANA Chaps, will be added to the BANA Chaps Listserv; no travel is required. By designating individuals to receive and disseminate information from BANA, BANA Chaps will help ensure members stay apprised of UEB implementation. Chapters that have not identified a BANA Chap already are asked to elect someone at their next meeting. For more information, please contact Diane Wormsley, AER's BANA representative, at dwormsley@nccu.edu.



New!

Now available in the AFB eLearning Center

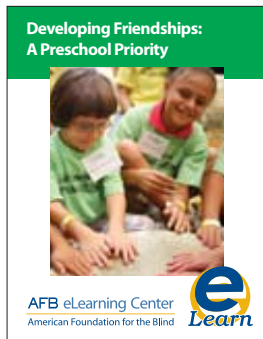
Developing Friendships: A Preschool Priority

Presented by Mindy Ely, Western Illinois University

Credit: 1 hour ACVREP, 0.1 CEU AOTA

Mastering social skills is important to the future success of a child who is blind or visually impaired, and there is no better time to start learning those skills than when children are very young. In this webinar, Mindy Ely presents a three pronged approach for teaching preschoolers how to make friends. This process includes helping children 1) WANT to interact with others, 2) enter a play situation successfully and 3) maintain social interactions. Includes a handy checklist to identify a child's strengths and weaknesses in peer interaction skills.

Webinar: \$29 Credit Certificates: \$10 each



Working with Job Seekers Who Are Blind or Visually Impaired

Credit: 4 hours ACVREP, 4 hours CRCC

If you are a professional working in a vocational rehabilitation setting, and new to serving those who are blind or visually impaired, this five lesson course will help prepare you to successfully work with and assist your clients. You'll be given tools for teaching and interacting with someone who is visually impaired, including information about blindness myths, proper etiquette for social interactions, and the definitions of vision loss terms. The importance of assessment, evaluations, and determining needs are explained. Considerations for making a variety of job accommodations are discussed, including use of access technology, overcoming physical challenges, and dealing with environmental factors. An extensive list of resources for your work is also provided.

Course: \$49 Credit Certificates \$10



Blind Teaching the Blind: Effective Strategies for Vision Loss Professionals Who are Blind or Visually Impaired

Presented by Jennifer Ottowitz, CVRT, Vision Forward Association

Credit: 1 hour ACVREP, 1 hour CRCC

Vision loss professionals who use non-visual adaptations in their work can greatly enhance their job performance and professionalism, as well as demonstrate important skills to their students and peers. This webinar discusses considerations when using non-visual adaptations and provides effective strategies for monitoring the activities of consumers and students. Specific examples of adaptations are described.

Webinar: \$29 Credit Certificates: \$10 each



For more information about these and other webinars and courses, visit the AFB eLearning Center <http://eLearn.afb.org>

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Inductees to the 2013 Hall of Fame for Leaders and Legends of the Blindness Field Announced

The American Printing House for the Blind (APH) in Louisville, Ky., announced the 2013 inductees into the Hall of Fame for Leaders and Legends of the Blindness Field. At its Annual Meeting of Ex Officio Trustees and Special Guests in October 2013, APH will induct educators Martha Louise Morrow Foxx and Laurence Clifton Jones for their heroic dedication to the education of blind, black students in Mississippi during the era of segregation. Foxx and Jones opened, and held open, a door that was seen as forever closed to black Americans, including those who were blind.

Martha Louise Morrow Foxx taught at Piney Woods School in Piney Woods, Miss., and also served as director at both Piney Woods and the Mississippi Blind School for Negroes. During her career, which spanned the decades of segregation in the South, she became widely known for her innovative and dynamic teaching philosophy. Using what were considered progressive techniques, she taught students to read braille and large print and insisted they learn vocational skills in addition to academics so they could develop careers and become independent after graduation. Teachers, both black and white, from around the country, came to Piney Woods to learn and embrace her methods.

Laurence Clifton Jones founded the Piney Woods School in 1909 as a place to educate poor black children. A passionate educator, he added the education of black children who were blind to his school's mission in the 1920s when a blind orphan was brought to his school for care. Both Jones and Foxx were credited with guiding the foundation of the Mississippi Blind School for Negroes and eventually its integration. The school began as the sister school of the Jackson-based Mississippi School for the Blind. In 1974, the schools combined campuses, thus realizing Foxx's and Jones' longtime dream of integrated education for all blind students.

For more information about the Hall of Fame for Leaders and Legends of the Blindness Field and its inductees, visit its website at <http://www.aph.org/hall/index.html>.

Welcome New Members!

March 25, 2013 – June 23, 2013

CANADA

Ontario

Suzanne Decary
Sharon Forestell
Julie Fotheringham
Stephanie Leach
Aminah Molana
William Phung

NEW ZEALAND

Alana Bogart
Carina Duke

UNITED STATES

Alabama

William Adams
Timothy Nugent

Arizona

Lisa Chiles
Rhonda Ramsey

Arkansas

Whitney Musick

California

Bonnie Hamma
Aryne Moulton
Puao Te'O
Kim Warshaw-Rothman

Colorado

Judy Dickson

Connecticut

Jeanine Chiappetta
Kathleen Katulak

District of Columbia

Donna Smith

Florida

Ruth Griffith

Georgia

Ginger Schmidt

Illinois

Terry Jones
Kimberly Klepec

Indiana

Julene Fitch

Kansas

Krista Gillespie
Estin Talavera

Kentucky

Linda Haughey
Janell Turner

Maine

Susan Summers

Maryland

Margaret Bacik

Michigan

Ruth Barry
Jessica Klenk
Nancy Misner

Minnesota

Allison Cacich

Missouri

Penny Kimberling
Christine Mancillas

New Jersey

Rebecca Kennedy
Leah Severson
David Trzaska

New York

Ann Famularo
Lillie Gatewood
Rachel Mutter-McKeon
Christopher Russell

North Carolina

Barbria Bacon
Donna T. Hunt
Holly Jeffries

Ohio

Craig Recker

Oklahoma

Linda Pelton

Oregon

Emily Izenstein
Leslie Weilbacher

Pennsylvania

Bob Ashbridge
Melissa Dunkle
Mary Ellen Huss
Megan Simmen

South Dakota

Susan Egging

Tennessee

Amanda Black

Texas

Geneva Hayes
Kristin Holton
Alma Manchillas
Jerry Mullins
Ann Rose
Jill Smith
Kyle Tuatgalooa

Virginia

Hassan Elamin
Lisa Fields

2013/2014

Calendar of Events

For more information about upcoming events, or to have your event listed, visit our Website at www.aerbvi.org and click on the "Conferences" section.

2013

July

July 21–26: Camp Abilities Nebraska, Iowa School for the Deaf, Council Bluffs, IA — For more information, visit the Boys Town website at <http://www.boystownhospital.org/hearingservices/EducationalOutreach/Pages/Camp-Abilities-Nebraska.aspx>.

July 25–28: 11th International CHARGE Syndrome Conference, Fairmont Scottsdale Princess Hotel, Scottsdale, AZ — For more information, visit <http://chargesyndrome.org/conference-2013.asp>.

August

Aug. 2–4: AER West Virginia Summer Conference, Alpine Lake Resort, Terra Alta, WV

Aug. 3–6: Camp Abilities Maryland, Lions Camp Merrick, Nanjemoy, MD — For more information, visit <http://www.campabilitiesmaryland.com>.

Aug. 24–28: Deafblind International 8th European Conference, Lille, France — "Identities and Changes—Commonalities across deafblindness—Learning from each other." For more information, visit <http://www.dbilille2013.eu>.

September

Sept. 12–14: AER Utah 2013 Fall Conference, Double-Tree Inn, Salt Lake City, UT — To register online, go to <https://events.r20.constantcontact.com/register/eventReg?oeidk=a07e78v6s4ic43b9048&oseq=&c=&ch=>.

Sept. 18–20: AER Florida Chapter Conference 2013, Four Points by Sheraton, Tallahassee, FL — For more information, visit <http://www.flaer.org/>.

Sept. 19–21: Envision Conference 2013, Hyatt Regency Minneapolis, Minneapolis, MN — For more information, visit <http://www.envisionconference.org>.

Sept. 26–28: AER Oklahoma Chapter 2013 Annual Statewide Conference, Oklahoma School for the Blind, Muskogee, OK

Sept. 27–28: AER Board meeting, online

October

Oct. 20–22: AER Alabama Chapter Annual Training Conference, Lake Guntersville State Park, Guntersville, AL — For more information, visit their website at <http://www.alabamaaer.com/Index.html>.

Oct. 21: AER Arkansas Chapter 2013 Conference, Wyndham Hotel, North Little Rock, AR — For more information, visit their website at <http://ar.aerbvi.org/>.

Oct. 27–29: AER New York Chapter 2013 Fall Conference, Crowne Plaza-Downtown White Plains, White Plains, NY — For more information, visit their webpage at <http://nysaer.aerbvi.org/>.

November

Nov. 7–8: AER Arizona Chapter 2013 Fall Conference, Crowne Plaza Phoenix, Phoenix, AZ — For more information, visit their webpage at <http://azaer.aerbvi.org/>.

Nov. 13–15: AER Northeast Chapter 2013 Conference, Mount Washington Hotel, Bretton Woods, NH — For more information, visit their website at <http://www.neaer.umb.edu/>.

December

Dec. 11–14: AER International Orientation and Mobility Conference 2013, Hilton New Orleans Riverside, New Orleans, LA — For more information, visit the conference website at <http://aerbvi.org/O&M2013/>.

Dec. 14: AER Board meeting, Hilton New Orleans Riverside, New Orleans, LA, and online

2014

February

Feb. 7–8: AER Board meeting, online

March

Mar. 31–Apr. 3: 11th International Conference on Low Vision, Melbourne Convention and Exhibition Centre, Melbourne, Australia — For more information, visit their webpage at <http://www.vision2014.org/>.

April

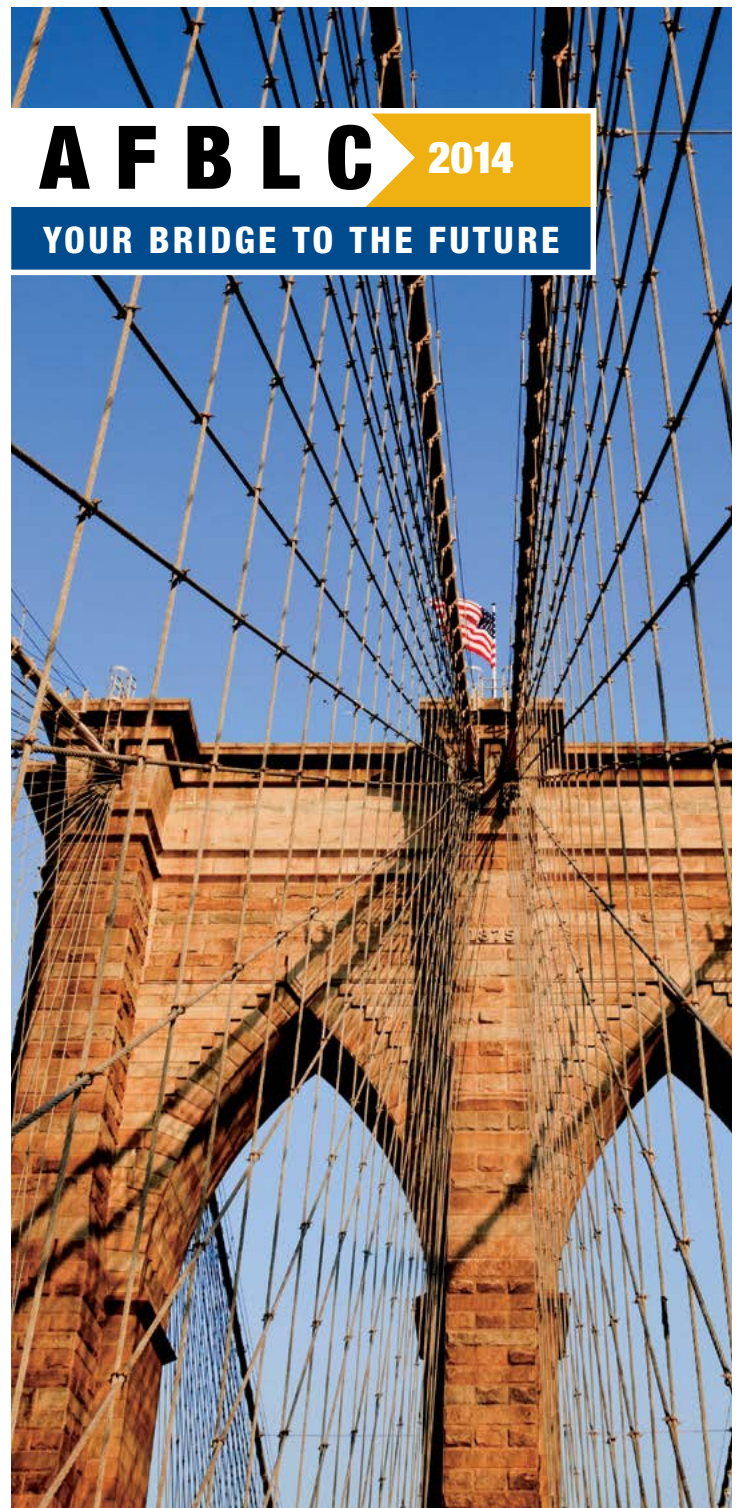
Apr. 23–25: AER Penn-Del Chapter 2014 Conference, Best Western Premier Central Hotel and Conference Center, Harrisburg, PA — For more information, visit their website at www.penn-delaer.org.

May

May 2–3: AER Board meeting, online

July

July 30–Aug. 3: AER International Conference 2014, Grand Hyatt San Antonio, San Antonio, TX — Celebrating AER's 30th Anniversary!! Visit the AER website for updates, <http://www.aerbvi.org>.



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Amanda Kolling at akolling@afb.net

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AER is participating in an exciting new fundraising program — its own shopping website featuring thousands of partner stores like Walmart, JCPenney, Best Buy, Apple, Home Depot, and many more. When you make a purchase on www.shop.com/aerbvi, AER receives royalties, and you earn up to 35% cash back on qualified purchases.

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Teaching Listening Skills

New Professional Resources from the American Foundation for the Blind

Listening skills are a crucial, but often-overlooked area of instruction for children who are visually impaired and may have multiple disabilities. They relate to the expanded core curriculum for students and are essential to literacy, independent travel, and sensory and cognitive development. The American Foundation for the Blind provides comprehensive professional development resources on this critical topic.

Read the Book!

Learning to Listen/Listening to Learn

Teaching Listening Skills to Students with Visual Impairments

Lizbeth A. Barclay, Editor

Learning to Listen/Listening to Learn is the first comprehensive book to address the systematic development of skills in listening for and interpreting auditory information. It includes:

- Numerous, focused, concrete methods for developing specific listening skills appropriate at different age levels.
- Practical strategies that can be put to immediate use, presented in a user-friendly format that highlights essential information.
- Valuable charts that outline skills to target for instruction, and a helpful assessment checklist.

Participate in the Webinars!

This series features the authors of *Learning to Listen/Listening to Learn*. They give more in-depth information about selected topics from the book. These pre-recorded webinars are available 24/7 in the AFB eLearning Center at www.afb.org/elearning.

Purchase as a series (\$99) or as individual webinars (\$29). Each webinar qualifies for 1 hour of continuing education credit from ACVREP.

Exploring the Link between Listening and Literacy Skills Development

Liz Barclay

Listening and Technology

Stephanie Herlich and Jerry Kuns

Listening Skills for Orientation and Mobility: Teaching Use of Auditory Space Perception

Maya Delgado Greenberg and Wendy Scheffers

Listening Guidelines for English Language Learners

Madeline Milian

Listening and Learning for Students with Additional Disabilities

Sandy Staples

The Relationship of Language Comprehension and Listening

Laura Denton

Learning to Listen Listening to Learn

Teaching Listening Skills to Students with Visual Impairments



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Editor

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Expanding possibilities for people with vision loss

AER Job Exchange

The Vision Community's Most Active Job Bank



Looking for a new career? Check out what AER Job Exchange, the largest online career resource in the field, has to offer. The following is a sample of available positions from AER Corporate Members. Additional job opportunities and complete details on the following positions are available at www.aerbvi.org.

HELP WANTED

IOWA

Teacher of the Visually Impaired Iowa Braille School Vinton

Qualifications: Bachelor's degree in education plus experience using a computer and other office equipment required. Candidates must meet State of Iowa teacher licensure requirements with an endorsement in visual impairment by the time of appointment. The ability to travel throughout a designated region within Iowa on a daily basis also required. Master's degree in education preferred. Valid driver's license also preferred.

Duties: In collaboration with Area Education Agencies (AEAs) and Local Education Agencies (LEAs), and using an itinerant model, the Teacher of the Visually Impaired (TVI) provides appropriate support and/or instruction to students with visual impairments, in their local schools and home setting. Support is also provided to parents and local school personnel.

Appointment type: Full-time, faculty, 189-day continuing contract position starts August 2013. Office will be located in Council Bluffs, Iowa. Service region covers multiple Iowa school districts. Responsibilities include occasional overnight and out-of-state travel. Criminal and other relevant background checks required.

Salary: \$41,276 - \$77,367

Application process: Position will be posted until filled. Send cover letter, resume, transcripts, and copy of teaching license to: Director of Human Resources, Iowa Braille School, 1002 G Avenue, Vinton, IA 52349

For more information, contact: Justin Ruegg (319) 472-5221, ext. 1226. Email: jruegg@iowa-braille.k12.ia.us

IOWA EDUCATIONAL
SERVICES FOR THE BLIND AND
VISUALLY IMPAIRED/IOWA

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MONTANA

Outreach Consultant f/t Visually Impaired Montana School for the Deaf and Blind Great Falls

Qualifications: Knowledge of general special education instructional practices and specifically best practices in the education of the visually impaired; knowledge of support services typically utilized in the education of the visually impaired; knowledge of special education rules and regulations and the CST/IEP process. Ability to comply with data collection, record management, and reporting procedures assigned to the position. Ability to develop and maintain relationships with abroad constituency through the application of skills and knowledge fundamental to the position as well as excellent interpersonal communication skills.

The expressive and receptive sign language skills of all employees hired after July 1, 2012 must be evaluated through the Sign Language Proficiency Interview (SLPI:ASL). All new employees are expected to achieve the target Skill Level Standard for their assigned position within three (3) years from their date of hire. The target Skill Level Standard for the position of Outreach Consultant for the Visually Impaired is "Survival."

Bachelor's or master's degree in education of the visually impaired with experience working with blind or low vision students in an educational setting preferred. Additional certification in O&M preferred. Applicants with degrees in related fields and previous experience working with blind or low vision students will be considered.

Duties: Serves blind and visually impaired students in their home communities.

HELP WANTED

Provides information, technical assistance and consultation to promote appropriate intervention strategies and educational practices. Offers recommendations and suggestions to classroom teachers, provides information on instructional resources, and assists in the ordering of special materials. Participates in Child Study Team meetings and assists in the development of Individual Education Plans.

Also serves preschool children and their families in local communities throughout the state of Montana. Represents MSDB to the educational medical communities and to the public. Develops presentations on the education of the visually impaired and services offered by MSDB to targeted populations; and serves as a liaison to community organizations.

Assists in the planning and facilitation of annual Family Learning Weekends, Summer Skills Programs, and other learning opportunities for students. Works with MSDB admissions coordinator to facilitate appropriate referral of students for evaluation and placement at MSDB.

Position requires ability to perform Functional Vision Assessments and Learning Media Assessments, and fluency in braille. Consultant may be involved in training braille instruction teams and monitoring the braille instruction provided in the local school districts. Knowledge of technology related to braille production in an educational setting required.

Extensive travel with overnight stays is a requirement of this position.

The successful employee must be self-directed and able to work with limited supervision or direction. The position requires extensive travel working hours beyond those of typical teaching positions with an average of 2 to 3 nights away from home each week. The position may require occasional work on weekends and extended workdays with meetings before and after regular school hours. This position may require the employee to work out of a home-based office, which may be in a community other than Great Falls.

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Employees must be able to maintain the basic machines and functions of an office as well as secure routine maintenance for the state vehicle assigned to the position.

Salary: Dependent on education and experience

Contact: Bonnie DeNorma, MSDB, 3911 Central Ave, Great Falls, MT 59405, phone 406-771-6000, fax 406-771-6164, bdenoma@msdb.mt.gov

VIRGINIA

TBVI

Allied Instructional Services State of Virginia

AIS is a private contracting company that provides TVI and O&M services to local school divisions and agencies throughout Virginia. AIS currently has immediate openings in various locations around Virginia with more openings expected.

Qualifications:

- Must hold a collegiate professional license with endorsement in special education, vision impairment, and successful teaching experience working with students that are blind or visually impaired.
- Excellent human relations, interpersonal communications, conflict resolution, organizational and planning skills are required.
- Applicant must have a comprehensive knowledge of federal and state mandates and requirements as related to the provision of educational services and supports for students with visual impairments.
- Applicant must have comprehensive knowledge of characteristics of individuals with visual impairments and other disabilities to include developmental, cognitive, socio-cultural influences and health related problems.
- Must have the ability to recognize and respond to individual student differences. Must be able to work in a collaborative and cooperative manner with parents, co-workers, school staff and service providers.
- Must have experience with Windows-based computer and related software applications.
- Must have a valid driver's license.
- Orientation & mobility certification preferred but not required.

Duties:

- Evaluates students on a regular basis and assists students in maintaining appropriate classroom behavior.
- Provides students with visual impairments remediation to enhance academic skills and to enable students the ability to

HELP WANTED

function maximally in the general education classroom while providing visual adaptations and modifications of instructional strategies and techniques.

- Keeps abreast of current instructional and educational trends, methodologies and materials for working with visually impaired students.
- Obtains large print or braille textbooks.
- Interprets specific eye conditions and results of functional vision assessments and assists in making environmental adjustments in the school.
- Participates in the development and writing of Individual Educational Programs (IEPs), according to guidelines.
- Attends meetings as requested, including staff meetings, departmental meetings, child study, eligibility, and reevaluation, and maintains accurate records and minutes from meetings.
- Prepares for students assigned and shows written evidence of preparation upon request of the immediate supervisor.
- Establishes high expectations for students by employing a variety of instructional techniques and instructional media.
- Fosters understanding and acceptance of visually impaired students by administrators, general education teachers, related service providers, peers and parents by conducting staff developments, being an advocate and teaching self-advocacy to students.
- Maintains and monitors all specialized equipment including braille writers, canes, etc.
- Performs other school duties and relate assignments as required.

General definition and condition of work:

Duties are performed typically in a school setting. Performs professional work providing teaching to students in a specialized subject. Work requires frequent standing, sitting, walking, vocal communication for expressing or exchanging ideas, hearing to perceive information at a normal spoken word level and visual acuity for preparing and analyzing written or computer data.

Additional information: Allied Instructional Services is a private company that provides services to low incidence populations of all ages throughout Virginia. AIS currently serves over 45 school divisions in Virginia, private schools and government agencies. Our team of independent contractors includes: teachers of the blind and visually impaired, teachers of the deaf and hard of hearing, sign language interpreters, orientation and mobility instructors, occupational therapists and COTAs, physical therapists and PTAs, assistive technology specialists and consultants for autism. Each of the contractors is supervised by a team leader. The administrative staff of Allied

HELP WANTED

Instructional Services has more than 100 years of combined experience in working with special needs populations. AIS is committed to providing excellent services, and we offer competitive pay and professional support that reflect that commitment.

Contact: Bob Burton, Allied Instructional Services, P.O. Box 2214, Ashland, VA 23005, bburton@alliedinstructional.com, phone 804-368-8475, URL www.alliedinstructional.com

WASHINGTON

Interpreter/Paraprofessional WA State School for the Blind Vancouver

Qualifications: This is a fulfilling, one-of-a-kind opportunity with the WSSB, a chance to make a difference in a child's life. Deaf-blindness is primarily a disability of access. Many students who are deaf-blind require extensive and novel modifications to an existing educational model. The child must have continual access to information that is otherwise not available, in order to provide equal access. The services of this position are used to individualize the process. This position is defined as an individual who has training and specialized skills related to deaf-blindness and works consistently one-on-one with a child/student who is deaf-blind. The most successful applicants should have:

- A high school diploma or GED
- Certification in adapted American Sign Language (ASL)
- Two or more completed years of college; emphasis in education or child development
- Two or more years working experience in education setting
- Must believe in and respect the capabilities of people who are deaf-blind
- Experience with daily living skills instruction for the blind and visually impaired
- Experience with or desire to work with individuals who are deaf-blind
- Training and/or experience working with children with behavioral disorders
- Ability to work in close physical proximity to students while frequently using touch to communicate with and instruct students who are primarily tactile learners
- Willingness and ability to participate in ongoing, approved training processes in the area of deaf-blindness
- Ability to assist in the development of instructional strategies
- Must demonstrate emotional maturity, stability, frustration tolerance, and the ability to perform under stress
- Ability to perform duties with frequent interruptions

HELP WANTED

- Ability to exercise good judgment, cooperation, tact, and discretion in dealing with student, family, and others; and,
- Willingness to follow team decisions, established policies and procedures, and designated lines of communication and authority.

The most successful applicants may have some or all of the following:

- Completion of the National Resource Center for Paraprofessionals and Related Service Providers (NRCP) training
- Experience with braille
- Experience with tactile signing
- Experience or certification in orientation and mobility
- Familiarity with assistive devices
- Knowledge of the process and the role of an “intervener” for intervention for children/students who are deaf-blind

Duties: The interpreter/paraprofessional serves as a bridge to the world for a child who is deaf-blind, which allows the student to develop a sense of trust and security that will enable her/him to learn. It is important for the incumbent to be knowledgeable in a variety of techniques to be used to support a student with combined vision and hearing loss to make progress in the general curriculum as much as possible. Specific duties are individualized according to the needs of the child/student and profile of the current educational placement. The person in this position works with one assigned student and will:

- Develop a sense of trust and security;
- Foster independence and internal motivation;
- Foster social interactions and peer relationships;
- Provide the student with the appropriate communication strategies to foster self-expression and independence;
- Facilitate interaction, communication and the transmission of information per the student’s needs, as identified by the Individualized Education Plan (IEP) team, requiring a proficiency in the mode(s) of communication or language used by the student;
- Follow the student’s IEP and the modifications and instructional techniques recommended by related service staff;
- Create, modify, or obtain instructional or experiential learning, or assistive technology (AT) materials, as needed;
- Accompany and support the student across all environments for all school-sponsored activities;
- Meet the physical needs of the student, including tactile sign language, sighted guide, assistance with toileting, dressing, feeding, etc., based on the individual needs of the student;

HELP WANTED

- Work with the teacher to maintain communication between home and school, as needed and determined by the team;
- Participate in IEP meetings and student staffing meetings;
- Participate in the assessment of the student and in the preparation of IEPs, progress reports, behavior plans, data collection, and other documentation for program monitoring;
- Participate in site-based, regional, statewide, or national training in the area of deaf-blindness, as available;
- Strive for or maintain national intervener certifications/credentials;
- Serve as a resource to other staff on issues related to deaf-blindness;
- Visit or provide instruction in the student’s home, as deemed appropriate by the IEP/IFSP team

The incumbent to this position will work in close proximity to students while frequently using touch to communicate and will maintain ongoing communications with the student’s parent(s) regarding the child’s education. Travel related to the needs of the student and for training will be required.

Application process: Applications are accepted through www.careers.wa.gov. In addition to completing the online application, applicants must attach to their profile or paste into the “text resume” field the following documents in order to be considered for this position:

- A letter of interest, describing how you meet the specific qualifications for this position; and
- A current resume, detailing experience and education; and
- A list of at least three professional references with current contact information.

Salary: \$2,904.00 - \$3,800.00 monthly

Contact: Laurie Pate, phone 360-407-8340, laurie.pate@des.wa.gov

School Psychologist Washington State School for the Blind Vancouver

Qualifications: The most successful applicants will possess the following:

- Possession of, or eligibility for, a Washington State Educational Staff Associate certification as a school psychologist;
- A master’s degree from an approved accredited program with a major in school psychology;
- One or more years of experience as a school psychologist;
- Knowledge of principles, techniques,

HELP WANTED

- and methods of administering and interpreting psycho-educational testing instruments;
- Ability to evaluate blind and visually impaired students with learning difficulties and to recommend specific remedial strategies;
- Knowledge of special education laws;
- Excellent communication skills both oral and written;
- Ability to use technology effectively in assessment and reporting activities

The most successful applicants may have some or all of the following:

- Experience working with blind or visually impaired youth
- Three or more years of experience as a school psychologist
- Experience working with students with various behavioral and mental health conditions

Salary: \$33,401 (BA + 0yrs) to \$66,452 (MA + 90 16+yrs) 190 day schedule.

Duties: The incumbent will work in conjunction with other WSSB staff to provide educational services to students on campus, perform a variety of assessments, participate in IEP development and implementation, and be an integral member of the student’s educational team with a primary emphasis on student and youth psychology. Tasks related to this position include:

- Providing a full range of diagnostic assessments and educational planning services
- Assessing, evaluating, observing, and gathering data on students’ intelligence, academic skills, learning aptitudes, visual-motor skills, social-emotional development, mental health status, social skills and adaptive behaviors
- Writing comprehensive psycho-educational reports, summary analysis, and behavioral intervention plans and reports
- Presenting evaluation results to parents, principals, instructional staff, and district representatives
- Providing recommendations for instructional strategies and remedial processes
- Providing case management and liaison services for at-risk students with interagency providers
- Consulting with teachers, school staff, parents, and school district personnel to ensure appropriate learning experiences and attending IEP meetings
- Developing functional behavioral analysis, behavioral programs, and plans
- Providing in-service trainings to WSSB staff
- Assisting teachers and other school personnel with accommodating students’ cognitive abilities and learning styles in

HELP WANTED

the classroom

- ♦ Improving professional competence through participation in staff development activities

Application process: Applications are accepted through www.careers.wa.gov. In addition to completing the online application, applicants must attach to their profile or paste into the "text resume" field the following documents in order to be considered for this position:

- ♦ A letter of interest, describing how you meet the specific qualifications for this position; and
- ♦ A current resume, detailing experience, and education; and
- ♦ A list of at least three professional references with current contact information.

Salary: \$33,401.00 - \$66,452.00

Contact: Laurie Pate, phone 360-407-8340, laurie.pate@des.wa.gov

Director of Education Washington State School for the Blind Vancouver

Qualifications: The most successful applicants should possess the following:

- ♦ A master's in the field of education or related field
- ♦ Administrator credential from accredited college or university
- ♦ Current teacher certification in the state of Washington
- ♦ Strong knowledge of programs and services for BVI children and education laws and regulations
- ♦ Excellent management, communication, organization and public relation skills, and
- ♦ Must be able to pass federal and state background checks

The most successful applicants may possess some or all of the following:

- ♦ Certification as a teacher of the visually impaired (TVI) from an accredited and nationally recognized university program
- ♦ Strong knowledge and interest of accessible technology for BVI individuals
- ♦ Entrepreneurial attitude toward program expansion and stakeholder relations
- ♦ Strong change management and leadership skills
- ♦ Ability to exercise strong decision making skills and to lead by example

Duties: The director of education will report directly to the superintendent and serve as member of the WSSB Administrative Team

HELP WANTED

and will work in conjunction with all WSSB programs, school employees (WSSB and district), parents and various stakeholders.

This position will:

- ♦ Supervise and provide direction for the daily educational and residential operations of the school
- ♦ Enforce school policies and maintain school's compliances with state and federal laws and regulations (WSSB's Compliance Monitor)
- ♦ Provide leadership in the development of school-wide curricula (educational and residential)
- ♦ Ensure staff development for direct service staff (residential, education, and health center)
- ♦ Provide leadership in the development of a parent support staff program and supervise implementation of such activities within the campus departments
- ♦ Evaluate supervisors (residential and educational) along with health center staff, school psychologist, and other staff in coordination with front line supervisors
- ♦ Assist in the development and monitoring of campus department budgets
- ♦ Be responsible for day and weekend transportation program
- ♦ Write or supervise the writing of grants designed to enhance student learning
- ♦ Work with OSPI for compliance issues and state grant development
- ♦ Evaluate and select research activities, which involve staff, students or their parents
- ♦ Foster a positive relationship with local education agencies (LEAs) and Educational Service Districts (ESDs)
- ♦ Serve as the campus registrar and lead for the campus registration process
- ♦ Act as representative at ESD #112 special education directors monthly meetings, educational reform meetings and other meetings that would be commonly attended by LEA principals and special education directors
- ♦ Support and attend public relations activities and school events
- ♦ Promote and honor diversity among students and staff
- ♦ Collect and report data to the superintendent on the progress and status of on-campus students and program development
- ♦ Assist with the development of school-wide policies and procedures
- ♦ Facilitate requests from college and university programs for internships, student teaching, and classroom observation for their students
- ♦ Provide leadership in the development of strong team spirit and coordination among on-campus programs and develop strong cooperation with other departments
- ♦ Actively participate on the administrative cabinet

HELP WANTED

- ♦ Participate in long-range planning for the school and planning and evaluating all programs and services
- ♦ Serve as member of the management and planning team
- ♦ Provide leadership and serve on key committees as determined through administrative cabinet meetings
- ♦ Interview and make recommendations to the Superintendent's Office in the selection of new staff
- ♦ Serve as an advisor to the Student Council
- ♦ Keep the superintendent informed of on-campus programs and concerns

This position works in a standard office environment using standard office equipment, and there will be times when the incumbent will need to transport or relocate materials or supplies weighing up to 20 lbs. Occasional travel both throughout the state and out of state will be required. The incumbent will work "hands-on" with students, school employees, and parents.

Application process: Applications for this position are accepted through www.careers.wa.gov. In addition to completing the online application, applicants must attach to their profile or paste into the "text resume" field the following documents in order to be considered for this position:

- ♦ A letter of interest describing why you are interested in this position and what makes you uniquely qualified; and
- ♦ A resume, which can be attached or copied and pasted in the profile; and
- ♦ A list of three professional references with current contact information.

The act of submitting application materials electronically is considered affirmation that the information provided in the application is complete and truthful to the best of your knowledge and the information submitted may be verified by the hiring agency. For questions or information regarding this recruitment, please call Laurie Pate at 360-407-8340 or email jobs@des.wa.gov

Application deadline: This position will remain open until filled. Application review begins immediately and will be ongoing until a sufficient pool of applicants is established, and the position is filled. The hiring authority reserves the right to hire at any time.

Salary: \$80,000.00 - \$109,140.00

Contact: Laurie Pate, phone 360-407-8340, laurie.pate@des.wa.gov

In The News



Carol Clayton-Bye of the Montana School for the Deaf and the Blind, left, shows Svetlana Veretennikova of Lipetsk, Russia, a tactile drawing board that allows the user to feel upraised lines. / GREAT FALLS TRIBUNE PHOTO/LARRY BECKNER

Carol Clayton-Bye, a supervisor at the Montana School for the Deaf and the Blind (MSDB),

hosted a delegation of Russian teachers and administrators who work with students who are visually impaired. During their April visit, the Russians learned how MSDB staffers teach students educational and life skills and shared that while teaching techniques may be different, the objective is the same. "Our aim is to make our students successful and live a full life," said Elena Zabalueva, who works as an assistant head master at a school for visually impaired children in Saratov. "These schools have the same goals."

Dr. Larry Dickerson, CEO of World Services for the Blind, officially retired from the University of Arkansas at Little Rock as professor emeritus in the spring.

Dr. William Jacobson, AER Arkansas Chapter president and professor at University of Arkansas at Little Rock, published the second edition of his text, *The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments* (AFB Press, 2013) in January.

Dr. Julia J. Kleinschmidt was awarded an emeritus professorship in the Department of Ophthalmology, John A. Moran Eye Center, at the University of Utah. She is a past chair of AER Psychosocial Services Division.



Dr. Julia Kleinschmidt

Dr. Pat Smith, professor of rehabilitation

at University of Arkansas at Little Rock, retired as professor emeritus this year.

In Memoriam

Patricia M. Miller,

54, of Tolland, Conn., passed away unexpectedly on Sept. 24, 2012. An employee at the Connecticut Board of Education Services for the Blind, she was known for her concern for her clients, even spending personal time with them. She was a former member of the AER Vision Rehabilitation Therapy Division.



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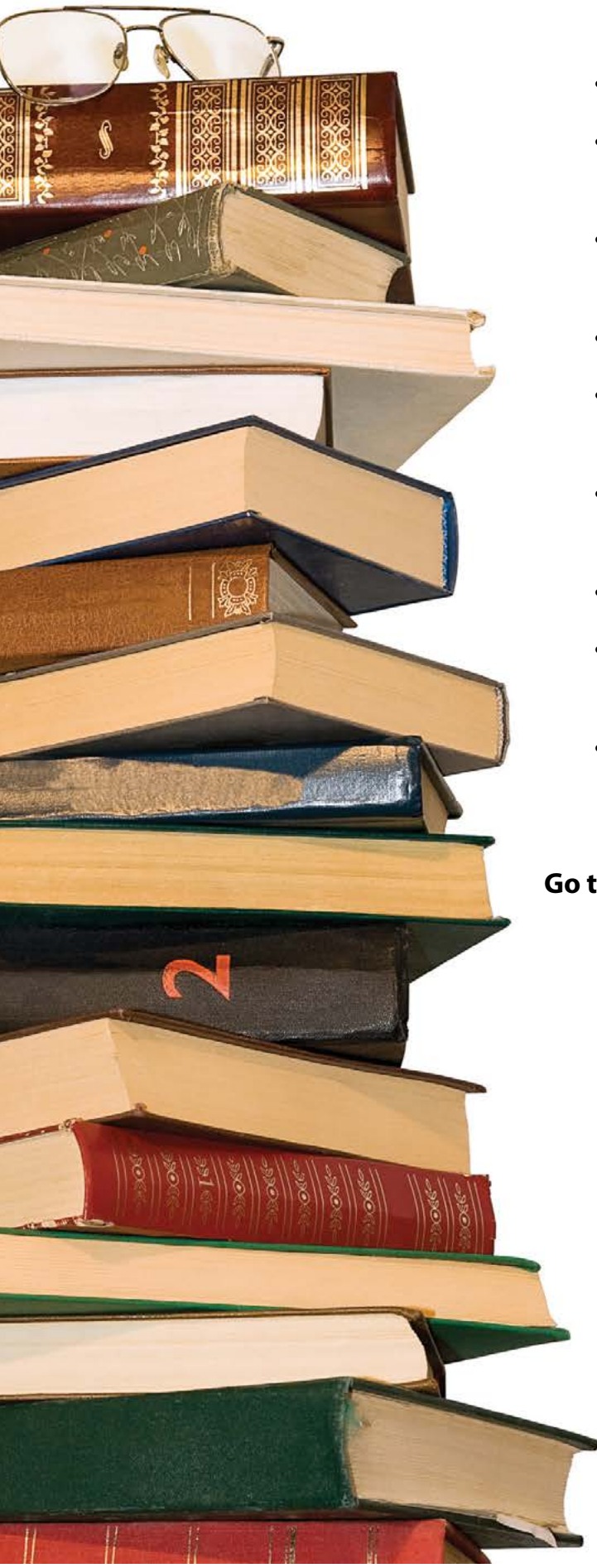
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